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ABSTRACT

Scope and sequence refers to organization of curriculum content, structuring what is taught against when it is taught. This scope and sequence for the different disciplines that comprise arts education in North Carolina public schools cites various goals to be attained in each grade for each of the following disciplines: dance, music, theater arts, and visual arts. This publication displays the goal in easy-to-read type at the top of the page, and what the student should be able to do or how he/she should be able to perform is listed underneath covering kindergarten through grade 12. (BT)

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Arts Education Standard Course of Study and Grade Level Competencies, K-12 2000

SO 034 159

SCOPE AND SEQUENCE

For

Dance - Music- Theatre Arts - Visual Arts

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Arts Education
Standard Course of Study and
Grade Level Competencies, K-12
2000

SCOPE AND SEQUENCE

For

DANCE

Scope and Sequence: Dance K-12

Goal 1: The learner will identify and demonstrate elements and skills in dance. (National Standard 1)

Kindergarten	1st Grade	2nd Grade
1.01 Identify body parts and range of motion.	1.01 Demonstrate kinesthetic awareness through identification of body parts and range of motion.	1.01 Demonstrate kinesthetic awareness.
1.02 Demonstrate the element of space in dance through exploration: personal/general, locomotor/non-locomotor movement, axial movement, shape, level, direction, and pathways.	1.02 Demonstrate and explore the element of space in dance: personal/general, locomotor/non-locomotor movement, axial movement, shape, level, direction, and pathways.	1.02 Demonstrate and identify the element of space in dance: personal/general, locomotor/non-locomotor movement, axial movement, shape, level, direction, and pathways.
1.03 Demonstrate the element of time in dance through exploration: tempo and rhythm.	1.03 Demonstrate and explore the element of time in dance: tempo and rhythm.	1.03 Demonstrate and identify the element of time in dance: tempo and rhythm.
1.04 Demonstrate the element of energy/dynamics in dance through exploration.	1.04 Demonstrate and explore the element of energy/dynamics in dance.	1.04 Demonstrate and identify the element of energy/dynamics in dance.

3rd Grade	4th Grade	5th Grade
1.01 Demonstrate increasing kinesthetic awareness.	1.01 Exhibit kinesthetic awareness: control, concentration, focus, and clarity of movement.	1.01 Apply and utilize kinesthetic awareness in development of movement skills and dance techniques.
1.02 Utilize and elaborate on the element of space in dance.	1.02 Combine more than one element of dance to create dance sequences.	1.02 Combine the elements of space, time, and energy/dynamics to create dance sequences with a variety of themes and concepts.
1.03 Utilize and elaborate on the element of time in dance.	1.03 Observe and describe the dance elements in various dance movement studies.	1.03 Observe and describe the dance elements in various dance movement studies using appropriate movement/dance vocabulary.
1.04 Utilize and elaborate on the element of energy/dynamics in dance.		
1.05 Observe and describe the inter-relatedness of dance elements in a brief movement study.		

6th Grade	7th Grade	8th Grade
1.01 Exhibit kinesthetic awareness in development of movement skills and dance techniques: alignment, balance, articulation of isolated body parts, and elevation and landing.	1.01 Exhibit and describe kinesthetic awareness in development of movement skills and dance techniques: initiation of movement and weight shift, fall and recovery.	1.01 Exhibit and explain kinesthetic awareness in development of movement skills and dance techniques.

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1.02 Utilize the element of space in dance: explore ways to transfer a spatial pattern from the visual to the kinesthetic.	1.02 Manipulate the element of space in dance: transfer a spatial pattern from the visual to the kinesthetic.	1.02 Synthesize the element of space in dance: accurately transfer a spatial pattern from the visual to the kinesthetic.
1.03 Utilize the element of time in dance: explore ways to transfer a rhythmic pattern from the aural to the kinesthetic.	1.03 Manipulate the element of time in dance: transfer a rhythmic pattern from the aural to the kinesthetic.	1.03 Synthesize the element of time in dance: accurately transfer a rhythmic pattern from the aural to the kinesthetic.
1.04 Describe the movement elements observed in a dance, using movement/dance vocabulary.	1.04 Manipulate the element of energy in dance: identify and demonstrate a range of dynamics/movement qualities.	1.04 Synthesize the element of energy: identify and clearly demonstrate a range of dynamics/movement qualities.
1.05 Demonstrate the reproduction of dance sequences from verbal, visual and/or auditory cues.	1.05 Describe the movement elements observed in a dance using movement/dance vocabulary.	1.05 Describe the movement elements observed in a dance using movement/dance vocabulary.
	1.06 Demonstrate memorization and reproduction of movement sequences from verbal, visual, and/or auditory cues.	1.06 Demonstrate accurate memorization and reproduction of dance sequences from verbal, visual and/or auditory cues.

Dance I	Dance II	Dance III	Dance IV
1.01 Recognize and demonstrate kinesthetic awareness through proper body alignment.	1.01 Demonstrate kinesthetic awareness through the consistent use of proper body alignment.	1.01 Demonstrate kinesthetic awareness with consistency through the use of proper body alignment with various dance techniques.	1.01 Demonstrate kinesthetic awareness with a high level of consistency and reliability through the use of proper body alignment while performing dance.
1.02 Recognize and demonstrate that different dance forms have various techniques and vocabularies.	1.02 Explore and demonstrate the use of a variety of dance techniques and vocabularies.	1.02 Analyze and use different dance techniques and vocabularies by comparing, contrasting, and summarizing to make informed decisions.	1.02 Choreograph dances exemplifying a selected dance technique.
1.03 Demonstrate and define basic modern dance vocabulary.	1.03 Demonstrate the use of intermediate modern dance technique focusing on articulation, strength, flexibility, agility, and coordination.	1.03 Demonstrate consistency and reliability in performing intermediate to advanced modern dance technique.	1.03 Demonstrate a high level of consistency and reliability in performing advanced modern dance technique.
	1.04 Demonstrate the ability to plan, organize, memorize, and accurately perform extended movement sequences.		1.04 Revise, refine, and evaluate for accuracy the performance of a selected dance.
	1.05 Demonstrate understanding through applying the use of the		1.05 Choreograph a dance featuring the use of all basic dance elements.

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dance element of space (locomotor, non-locomotor/axial, pathways, direction, levels, shape, personal space, general space).

1.06 Demonstrate understanding through applying the use of the dance element of time (tempo, beat, rhythm, accent, organic rhythm).

1.07 Demonstrate understanding through applying the use of the dance element of movement energy/dynamics (flow, space, time, weight).

Special Topics Dance I	Special Topics Dance II
1.01 Recognize and demonstrate the use of proper body alignment.	1.01 Demonstrate with consistency the use of proper body alignment.
1.02 Recognize and demonstrate understanding that dance has different forms, techniques, and vocabularies.	1.02 Explore and identify dance techniques and vocabularies.
1.03 Demonstrate the use of basic dance technique.	1.03 Demonstrate the use of intermediate dance technique focused on articulation, strength, flexibility, agility, and coordination.
1.04 Demonstrate the ability to memorize and accurately perform basic movement sequences.	1.04 Demonstrate the ability to memorize and accurately perform extended movement sequences.
1.05 Explore and demonstrate understanding of the dance element of space.	1.05 Apply and demonstrate understanding of the dance element of space.
1.06 Explore and demonstrate understanding of the dance element of time.	1.06 Apply and demonstrate understanding of the dance element of time.
1.07 Explore and demonstrate the understanding of the dance element of movement energy/dynamics.	1.07 Apply and demonstrate understanding of the dance element of movement energy/dynamics.

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Scope and Sequence: Dance K-12

Goal 2: The learner will understand choreographic principles, processes, and structures. (National Standard 2)

Kindergarten	1st Grade	2nd Grade
2.01 Demonstrate the difference between spontaneous and planned movement.	2.01 Demonstrate and identify the differences between spontaneous and planned movement.	2.01 Demonstrate the differences between spontaneous and planned movement.
2.02 Demonstrate patterns in dance.	2.02 Demonstrate patterns in dance.	2.02 Create and perform patterns in dance.
2.03 Demonstrate that dance has a beginning, middle, and end.	2.03 Demonstrate and identify beginning, middle, and end in dance.	2.03 Create simple movement sequences using beginning, middle, and end; identify each of these parts of the sequence.
2.04 Improvise movement based on own ideas and ideas from other sources.	2.04 Improvise and create movement based on own ideas and concepts from other sources.	2.04 Improvise, create, and perform dance sequences using ideas and concepts from other sources.
2.05 Move alone and with others.	2.05 Demonstrate working alone and with others in movement exploration.	2.05 Demonstrate the ability to work effectively alone and with a partner.

3rd Grade	4th Grade	5th Grade
2.01 Compare and contrast the differences between spontaneous and planned movement.	2.01 Use improvisation to discover and invent dance.	2.01 Use improvisation to create dance sequences.
2.02 Create a sequence with a beginning, middle, and end both with and without accompaniment.	2.02 Create and perform a sequence with a beginning, middle, and end both with and without accompaniment. Identify each of these parts in the sequence.	2.02 Identify and utilize transitions in dance sequences.
2.03 Demonstrate and develop the following partner skills: copying, leading and following, mirroring.	2.03 Demonstrate the ability to work independently and cooperatively.	2.03 Demonstrate the ability to work alone and cooperatively in a small group during the choreographic process.
2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.	2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.	2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.
2.05 Create a dance phrase and accurately repeat it.	2.05 Create a dance phrase, accurately repeat it, then vary it by making changes in the elements of dance.	2.05 Identify and explore various compositional structures and/or forms of dance.

6th Grade	7th Grade	8th Grade
2.01 Use improvisation to discover and invent movements for creating dance sequences.	2.01 Use improvisation to invent and combine movements for creating dance compositions.	2.01 Use improvisation to invent and combine movements for creating dance compositions.

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2.02 Identify ways to manipulate dance sequences through exploration.	2.02 Demonstrate and manipulate dance sequences.	2.02 Manipulate sequence in dance compositions.
2.03 Demonstrate the ability to work alone, with a partner, and cooperatively in a small group during the choreographic process.	2.03 Utilize partnering skills in movements and sequences.	2.03 Utilize partnering skills in dance compositions.
2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.	2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.	2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.
2.05 Identify and utilize various compositional structures and/or forms of dance including: AB, ABA, Accumulation, and Call and Response.	2.05 Identify and utilize various structures and/or forms of dance including: canon, retrograde, and narrative.	2.05 Utilize and manipulate various compositional structures and/or forms of dance in dance compositions.

Dance I	Dance II	Dance III	Dance IV
2.01 Employ the use of improvisation (free and structured) to discover and generate movement.	2.01 Employ the use of I mprovisation to discover and generate movement for choreography.	2.01 Assess the use of improvisation to solve movement problems individually and with a group.	2.01 Validate the use of improvisation in choreography.
2.02 Explore movement with a partner or group and exhibit spontaneous decision-making to select movement for dance.	2.02 Recognize and demonstrate that improvisation with others can release intuitive movement possibilities.	2.02 Demonstrate partner skills I ncluding: copying, leading and following, mirroring, flocking, and weight-sharing.	2.02 Justify the use of cooperative skills in improvisation and choreography.
2.03 Identify and explore a range of stimuli (visual, auditory, tactile, kinesthetic) to create dance movement.	2.03 Choreograph a simple dance focusing on a selected stimulus (visual, auditory, tactile, kinesthetic).	2.03 Analyze the use of differing stimuli in personal choreography.	2.03 Validate the selection and use of stimuli in personal choreography.
2.04 Recognize and explain how the creative process in dance is influenced by personal movement styles.	2.04 Combine the creative process with personal movement style to produce a movement sequence.	2.04 Relate one's creative process to personal movement style.	2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.
2.05 Observe, recall, and describe using main ideas and supporting details the use of dance elements in a variety of significant choreographic works.	2.05 Classify and discuss the relationships of dance elements in compositions.	2.05 Analyze the use of dance elements and their relationships in compositions.	2.05 Utilize and manipulate various structures and/or forms of dance in dance compositions.

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2.06 Identify formulas and other abstract expressions to map and predict sequences and patterns that are used in creating dance.	2.06 Apply the use of formulas and other abstract expressions to map and predict the use of structures in movement sequences.	2.06 Create dance compositions using various choreographic structures to vary the form (canon, AB, ABA, theme and variation, rondo).
2.07 Define and identify the choreographic principles of unity, variety, contrast, repetition, and transition.	2.07 Employ the choreographic principles of unity, variety, contrast, repetition, and transition in a movement study.	2.07 Create dance compositions using the choreographic principles of unity, variety, contrast, repetition, and transition.
2.08 Recognize and explain the use of lighting, setting, props, costumes, and other technical/theatrical elements in dance works.	2.08 Illustrate and compute through charts, formulas, or diagrams how the use of technical/theatrical elements can affect the choreographic structure and intent.	2.08 Plan and create dance compositions featuring various technical/theatrical elements within a given time frame.

Special Topics Dance I	Special Topics Dance II
2.01 Explore, select, and demonstrate movement for a dance with a partner or group.	2.01 Demonstrate the use of movement exploration with others to release intuitive movement possibilities.
2.02 Identify and explore a range of stimuli (visual, auditory, tactile, kinesthetic) to create dance movement.	2.02 Choreograph a simple dance focusing on a selected stimulus (visual, auditory, tactile, kinesthetic).
2.03 Identify how the creative process in dance is influenced by personal movement styles.	2.03 Combine the creative process and personal movement style to produce a movement sequence.
2.04 Observe, recall, and describe using main ideas and supporting details the use of dance elements in a variety of significant choreographic works.	2.04 Classify and discuss the relationships of dance elements in compositions.
2.05 Identify formula and other abstract expressions to map and predict variations of sequences and patterns in creating dance.	2.05 Apply various choreographic structures to movement sequences.
2.06 Define and identify the choreographic principles of unity, variety, contrast, repetition, and transition.	2.06 Employ the choreographic principles of unity, variety, contrast, repetition, and transition in a movement study.
2.07 Recognize and explain the use of lighting , setting, props, costumes, and other technical/theatrical elements in dance works.	2.07 Illustrate and compute through charts formulas, or diagrams how the use of technical/theatrical elements used in a dance can affect the choreographic structure and intent.

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Scope and Sequence: Dance K-12

Goal 3: The learner will understand that dance can create and communicate meaning. (National Standard 3)

Kindergarten	1st Grade	2nd Grade
3.01 Express ideas, feelings, and stories through dance movement.	3.01 Show ideas, feelings, and stories through dance movement.	3.01 Identify and demonstrate ideas, feelings, and stories through movement or gestures.
3.02 Respond to dance movement experiences in a variety of ways.	3.02 Discuss various dance movement experiences.	3.02 Identify and explain reactions to movement experiences.
3.03 Identify similarities and differences between dance and other forms of human movement.	3.03 Identify and demonstrate similarities and differences between dance and other forms of human movement.	3.03 Demonstrate and explain similarities and differences between dance and other forms of human movement.

3rd Grade	4th Grade	5th Grade
3.01 Create movements to express ideas, feelings, or stories.	3.01 Create and present simple dance sequences that convey meaning.	3.01 Create and perform movement sequences that convey meaning.
3.02 Discuss interpretations of and reactions to a dance.	3.02 Explain interpretations of and reactions to a dance.	3.02 Identify and examine factors which can affect the interpretation of a dance.
3.03 Create dance movements from pedestrian movements.	3.03 Demonstrate ways to create dance movements from pedestrian movements.	3.03 Identify and demonstrate differences between gesture/pantomime/acting, and dance.

6th Grade	7th Grade	8th Grade
3.01 Identify and select topics of personal significance and explore them through dance movement.	3.01 Create a dance sequence that communicates a topic of personal significance.	3.01 Create, present, and explain a dance that communicates a topic of personal significance.
3.02 Identify and discuss specific elements that affect the interpretation of a dance including sound/silence, music, spoken text, lighting, set, props, and costumes.	3.02 Incorporate and utilize various elements to communicate meaning in a dance.	3.02 Incorporate and justify the use of various elements to communicate meaning in a dance.
3.03 Utilize the various processes for abstracting gestures to create dance movements.	3.03 Create dance sequences using abstracted gestural movements.	3.03 Create and present dance compositions based on the use of abstracted gesture.

Dance I	Dance II	Dance III	Dance IV
3.01 Recognize and demonstrate the use of the human body as an instrument of expression.	3.01 Refine and articulate the use of the human body as a tool for communication.	3.01 Communicate personal feelings and ideas through movement with individual style and clarity.	3.01 Integrate movement with choreographic intent to communicate ideas with individual style and clarity.

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3.02 Observe and discuss significant contemporary dance works with respect to historical, cultural, philosophical, and artistic perspectives.	3.02 Explain how personal experience influences the interpretation of a dance.	3.02 Create a dance that effectively communicates a social theme.	3.02 Compare, contrast, and summarize creative decisions made to communicate meaning in two personal choreographic works.
3.03 Recognize and demonstrate understanding of how technical/theatrical elements used in a dance can influence its interpretation and meaning.	3.03 Analyze and examine the influence of technical/theatrical elements on interpretation and meaning in dance.	3.03 Plan and incorporate technical/theatrical elements in dance to enhance the meaning of original choreography.	3.03 Critique how effectively technical/theatrical elements in personal choreography and the works of others affect the meaning of dance.

Special Topics Dance I	Special Topics Dance II
3.01 Recognize and demonstrate the human body as an instrument of expression.	3.01 Refine and articulate the use of one's body as a tool for communication
3.02 Observe and discuss significant historical and contemporary dance compositions.	3.02 Explain how personal experiences influence the interpretation of a dance.
3.03 Identify how the technical/theatrical elements in a dance can influence its interpretation and meaning.	3.03 Analyze the technical/theatrical elements used in dance and examine their influence on interpretation and meaning.

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Scope and Sequence: Dance K-12

Goal 4: The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)

Kindergarten	1st Grade	2nd Grade
4.01 Demonstrate at least one solution to a given creative movement problem in dance.	4.01 Demonstrate at least two different solutions to a given creative movement problem.	4.01 Demonstrate three or more different solutions to a given dance movement problem.
4.02 Identify similarities and differences in dance movement sequences.	4.02 Identify similarities and differences in movement sequences.	4.02 Identify and describe similarities and differences in dance movement sequences.
4.03 Evaluate dance movement sequences.	4.03 Evaluate dance movement sequences.	4.03 Evaluate dance movement sequences.

3rd Grade	4th Grade	5th Grade
4.01 Create and explore multiple solutions to a given movement problem.	4.01 Create and explore multiple solutions to a given movement problem.	4.01 Compare, contrast, and demonstrate multiple solutions to a given dance movement problem.
4.02 Discuss and explore movement similarities and differences in dance sequences.	4.02 Choose one solution to a movement assignment and justify the reasons for that choice.	4.02 Examine multiple solutions to a dance movement problem and choose one solution based on given criteria.
4.03 Evaluate dance in multiple ways.	4.03 Devise and employ various ways to evaluate dance.	4.03 Analyze a dance composition in terms of more than one element of dance.
		4.04 Select and utilize ways to evaluate dance.

6th Grade	7th Grade	8th Grade
4.01 Compare, contrast, and demonstrate multiple solutions to a given dance movement problem.	4.01 Compare and contrast multiple solutions and validate one solution to a given movement problem.	4.01 Compare and contrast multiple solutions and validate one solution to a given movement problem.
4.02 Examine the various solutions to a dance movement problem and choose the best one based on given criteria.	4.02 Create a movement problem based on given criteria.	4.02 Create a movement problem based on given criteria; demonstrate and evaluate multiple solutions to that problem.
4.03 Analyze a dance composition in terms of more than one element of dance.	4.03 Analyze a dance composition in terms of space, time, and energy.	4.03 Compare and contrast two dance compositions in terms of space, time, and energy.
4.04 Describe the basic ways to evaluate dance from an aesthetic perspective including skill of performer, style and quality of movement, technical elements, visual or emotional impact,	4.04 Identify possible aesthetic criteria for evaluating dance.	4.04 Identify possible aesthetic criteria for evaluating dance.

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compositional elements (variety, contrast, unity, transition, and respect) and intent.

4.05 Compare, contrast, and demonstrate multiple solutions to a given dance movement problem.

Dance I	Dance II	Dance III	Dance IV
4.01 Identify a variety of artistic decisions that are required to create and perform dance.	4.01 Employ and interpret the use of creative and critical thinking to explore movement possibilities within a given structure or problem to determine the best course of action.	4.01 Choreograph a dance and revise it over time articulating the reasons for the artistic decisions made.	4.01 Critique the creative process used in choreographing a dance articulating what was lost or gained by artistic decisions made.
4.02 Identify and discuss possible aesthetic criteria for evaluating dance including skill of performer, style and quality of movement, technical elements, visual or emotional impact, compositional elements (variety, contrast, unity, transition, and repetition) and choreographer's intent.	4.02 Formulate and answer aesthetic questions examining issues including what makes a particular dance that dance, how much a dance can be changed by an individual before it becomes a different dance, and defining dance.	4.02 Apply selected aesthetic criteria to analyze personal choreography and that of others.	4.02 Formulate and justify a personal set of aesthetic criteria for dance.
	4.03 Critique the works of selected choreographers by gaining insight and drawing conclusions through research and observation.	4.03 Relate and examine viewer opinions about dance with peers in a supportive and constructive manner.	4.03 Write a critique using rules of standard English of a live dance performance from an audience member perspective.

Special Topics Dance I	Special Topics Dance II
4.01 Identify a variety of artistic decisions that are made in creating and performing dance.	4.01 Employ and interpret the use of creative and critical thinking to explore movement possibilities within a given structure or problem to determine the best course of action.
4.02 Identify and discuss possible aesthetic criteria for evaluating dance including skill of performer, style and quality of movement, technical elements, visual or emotional impact, compositional elements (variety, contrast, unity, transition, and repetition) and choreographer's intent.	4.02 Formulate and answer aesthetic questions examining issues including what makes a particular dance that dance, how much a dance can be changed by an individual before it becomes a different dance, and defining dance.
	4.03 Critique the works of selected choreographers by gaining insight and drawing conclusions through research and observation.

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Scope and Sequence: Dance K-12

Goal 5: The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)

Kindergarten	1st Grade	2nd Grade
5.01 Identify the existence of dance in communities and cultures.	5.01 Discuss the role of dance in celebrations and events.	5.01 Describe the various roles of dance in communities and cultures.
5.02 Identify and explore dances from various cultures.	5.02 Identify and explore dances from various cultures.	5.02 Identify and demonstrate dances from various cultures and historical periods.

3rd Grade	4th Grade	5th Grade
5.01 Compare and contrast dances from various cultures and historical periods.	5.01 Investigate the impact of historical events and significant contributors on the development of dance.	5.01 Explain the impact of historical events and significant contributors on the development of dance.
5.02 Perform dances from various cultures and historical periods.	5.02 Investigate aspects of dance in various cultures and historical periods.	5.02 Explain aspects of dance in various cultures and historical periods.
5.03 Identify various ways in which people respond to their environments through dance.	5.03 Reproduce a dance using available resources; describe the cultural and/or historical context.	5.03 Create a dance reflecting characteristics of a particular culture or historical period.

6th Grade	7th Grade	8th Grade
5.01 Demonstrate dance styles and concepts from various cultures.	5.01 Demonstrate dance styles and concepts from various cultures.	5.01 Demonstrate dance styles and concepts from various cultures.
5.02 Create a dance composition based on dance from various cultures.	5.02 Create a dance composition based on dance from various cultures and forms.	5.02 Create dance compositions based on dance from various cultures.
5.03 Describe similarities and differences in dance movements from various cultures and forms.	5.03 Compare and contrast dances from various cultures and forms.	5.03 Compare, contrast, and evaluate dances from various cultures and historical periods.
5.04 Investigate dance genres using many resources including people in the community, videos, computer technology, and print sources.	5.04 Investigate and explain dance styles using many resources including people in the community, videos, computer technology, and print sources.	5.04 Investigate, explain, and evaluate dance forms using many resources including people in the community, videos, computer technology, and print sources.
5.05 Identify and explore various dance genres and innovators throughout historical time periods.	5.05 Explore and identify various dance styles and innovators throughout historical time periods.	5.05 Create projects that incorporate knowledge of various dance forms and innovators throughout historical time periods.
5.06 Describe the role of dance in at least two different cultures or time periods.	5.06 Compare and contrast the role of dance in at least two different cultures or time periods.	5.06 Analyze the role of dance in at least two different cultures or time periods.

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Dance I	Dance II	Dance III	Dance IV
5.01 Identify ways that dance reflects, records, and influences history.	5.01 Identify the purpose and function of dance in a selected ethnic cultures.	5.01 Choreograph dance movement studies demonstrating the dance styles of a selected ethnic culture.	5.01 Choreograph dances demonstrating the style of noted twentieth century and contemporary choreographers.
5.02 Identify patterns, relationships, and trends dance plays in at least two different cultures and discuss how aesthetic judgments vary between them.	5.02 Examine and describe the role of the dancer in society as an expressive artist, performer, participant, and creator of artistic values.	5.02 Analyze the role of dance between two cultures or time periods by comparing, contrasting, and summarizing to make informed decisions.	5.02 Perform and describe the similarities and differences between two contemporary forms of dance or two choreographers.
5.03 Research the origins of and the universal themes of dance.	5.03 Identify and demonstrate an understanding of the development of dance from Ancient through Medieval periods, focusing on the purpose of dance, dance genres, artistic conflicts and resolutions, significant contributors, and innovations.	5.03 Analyze the development of dance from the Renaissance through Romantic periods focusing on the purpose of dance, dance genres, artistic conflicts and resolutions, significant contributors and innovations.	5.03 Evaluate the development of dance during the Twentieth Century and contemporary eras focusing on the purpose of dance, dance genres and styles, artistic conflicts and resolutions, significant contributors, and innovations.

Special Topics Dance I	Special Topics Dance II
5.01 Recognize ways that dance reflects and records history.	5.01 Identify important dance innovations in past and contemporary cultures.
5.02 Identify the patterns, relationships, and trends in the role dance plays in various cultures and discuss how aesthetic judgments vary from culture to culture.	5.02 Examine and describe the role of the dancer in society as an expressive artist, performer, participant, creator of artistic values, and contributor to accomplishments of civilization.
5.03 Research the origins of and the universal themes of dance.	5.03 Identify and demonstrate an understanding of the development of dance in various cultures throughout history focusing on the purposes of dance, dance genres, artistic conflicts and resolutions, significant contributors, and innovations.

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Scope and Sequence: Dance K-12

Goal 6: The learner will make connections between dance and healthful living. (National Standard 6)

Kindergarten	1st Grade	2nd Grade
6.01 Demonstrate self-awareness through dance movement activities.	6.01 Demonstrate self-awareness through dance movement activities.	6.01 Identify and demonstrate safe practices during dance movement activities.
6.02 Identify that dance requires concentration.	6.02 Demonstrate concentration and focus during dance movement activities.	6.02 Demonstrate ability to self-monitor concentration and focus during dance movement activities.
6.03 Identify how warming-up enhances the ability to dance.	6.03 Identify and describe healthy practices including the importance of warm-ups to enhance the ability to dance.	6.03 Explain healthy practices which enhance t the ability to dance including the importance of warm-ups and nutrition.

3rd Grade	4th Grade	5th Grade
6.01 Demonstrate safe and respectful practices during movement activities.	6.01 Explain how health and safety practices enhance a dancer's ability to dance.	6.01 Summarize multiple examples of healthy practices in dance.
6.02 Identify at least one personal goal to improve oneself as a dancer.	6.02 Identify at least three personal goals to improve oneself as a dancer.	6.02 Select and monitor a personal goal to improve oneself as a dancer.

6th Grade	7th Grade	8th Grade
6.01 Participate in dance movement activities that explore capabilities and limitations of the body.	6.01 Identify and explore the capabilities and limitations of the body.	6.01 Identify, explore, and explain the capabilities and limitations of the body.
6.02 Discuss strategies to prevent dance injuries.	6.02 Identify and explore strategies to prevent dance injuries.	6.02 Summarize strategies to prevent dance injuries.
6.03 Summarize examples of healthy and unhealthy practices in dance.	6.03 Identify the effects of healthy and unhealthy practices in dance.	6.03 Analyze the effects of healthy and unhealthy practices in dance.
6.04 Explain and demonstrate how warm-ups prepare the dancer mentally and physically for movement.	6.04 Create an original warm-up that prepares the dancer mentally and physically for movement.	6.04 Create an original warm-up and explain how warm-ups prepare the dancer mentally and physically for movement.

Dance I	Dance II	Dance III	Dance IV
6.01 Demonstrate capabilities and limitations of the body through movement exploration.	6.01 Execute movements of various body parts and the body as a whole.	6.01 Monitor and record growth in personal body awareness through dance.	6.01 Validate that dance is a way of heightening body awareness.

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6.02 Identify and discuss functions of muscle groups and bone structure (flexion, extension, circumduction, rotation, abduction, adduction, and hypertension).	6.02 Demonstrate understanding of basic principles of anatomy and kinesiology while performing movement.	6.02 Compare and contrast functions of muscle groups in performing dance movement.	6.02 Create a dance demonstration explaining basic principles of anatomy and kinesiology.
6.03 Identify and explain personal responsibilities necessary to perform dance.	6.03 Formulate a plan for meeting personal goals as a dancer by outlining logical steps and organizing resources.	6.03 Demonstrate personal commitment and discipline necessary to achieve success in meeting personal goals as a dancer.	6.03 Assess consequences of personal actions, commitment, and discipline necessary to consistently achieve dance goals.
6.04 Identify issues (fact, propaganda, and opinion) affecting the health and care of the dance instrument to make informed decisions.	6.04 Research challenges (fact, propaganda, and opinion) facing professional dancers in maintaining healthy lifestyles.	6.04 Analyze historical and cultural images of the body in dance by comparing, contrasting, and summarizing the body image in contemporary media.	6.04 Assess personal health and fitness as a dancer.

Special Topics Dance I	Special Topics Dance II
6.01 Demonstrate capabilities and limitations of the body through movement exploration.	6.01 Demonstrate and explore movements of various body parts and the body as a whole.
6.02 Identify and discuss functions of muscle groups and bone structure.	6.02 Identify and apply understanding of basic principles of anatomy and kinesiology.
6.03 Identify and explain personal responsibilities necessary to perform dance.	6.03 Formulate a plan by outlining logical steps and organizing resources for meeting personal goals as a dancer.
6.04 Identify issues (fact, propaganda, and opinion) affecting the health and care of the dance instrument.	6.04 Research challenges (fact, propaganda, and opinions) facing professional dancers in maintaining healthy lifestyles.

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Scope and Sequence: Dance K-12

Goal 7: The learner will make connections between dance and other content areas. (National Standard 7)

Kindergarten	1st Grade	2nd Grade
7.01 Identify connections between dance and one other content area.	7.01 Identify connections between dance and at least two other content areas.	7.01 Explain connections between dance and at least three other content areas.
7.02 Identify various applications of technology in dance.	7.02 Identify and explore various applications of technology in dance.	7.02 Use technology as a tool for creating and exploring dance.

3rd Grade	4th Grade	5th Grade
7.01 Investigate connections between dance and other content areas.	7.01 Identify concepts which occur between dance and other content areas including English Language Arts, Mathematics, Science, Social Studies, Music, Theatre Arts, and Visual Arts.	7.01 Summarize two or more concepts which occur across dance and more than one other content area.
7.02 Use technology as a tool for exploring and creating dance.	7.02 Create a dance sequence that demonstrates understanding of a concept or idea from another content area.	7.02 Create a dance project that integrates understanding of a concept or idea from another content area
	7.03 Respond to a dance using another art form; explain the relationship between the dance and the response.	7.03 Respond to dance using another art form; justify the relationship between the dance and the response.
	7.04 Use technology as a tool for exploring and creating dance.	7.04 Use technology as a tool for exploring and creating dance.

6th Grade	7th Grade	8th Grade
7.01 Create dance movement sequences using ideas and concepts from other content areas including English Language Arts, Mathematics, Science, and Social Studies.	7.01 Create dance compositions using ideas and concepts from other content areas including English Language Arts, Mathematics, Science, and Social Studies.	7.01 Create dance compositions integrating ideas and concepts from other content areas including English Language Arts, Mathematics, Science, and Social Studies.
7.02 Create a dance movement sequence inspired by another arts area (music, theatre arts, or visual arts).	7.02 Create a dance composition that utilizes various arts areas (dance, music, theatre arts, visual arts).	7.02 Create a dance project that integrates various arts areas (dance, music, theatre arts, visual arts).
7.03 Identify concepts used in dance and other content areas.	7.03 Investigate and identify examples of concepts used in dance and another content area.	7.03 Formulate examples of concepts used in dance and other content areas.

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7.04 Use technology as a tool for exploring and creating dance.

7.04 Use technology as a tool for exploring and creating dance.

7.04 Use technology as a tool for exploring and creating dance.

Dance I	Dance II	Dance III	Dance IV
7.01 Identify, conclude, or predict connections between dance and other content areas by applying criteria for evaluation.	7.01 Identify, conclude, or predict commonalities and differences between dance and other content areas with regard to fundamental concepts, materials, elements, and ways of communicating meaning.	7.01 Create an interdisciplinary project based on a theme including dance and two other content areas.	7.01 Explain how works of art in different media from the same culture or time period can reflect the artistic, cultural, and historical context.
7.02 Use technology as a tool for exploring and creating dance.	7.02 Demonstrate the use of a variety of technology to enhance or alter the movement experience.	7.02 Demonstrate understanding of mathematical concepts using relationships among fractions, decimals, or percents through creating dance compositions.	7.02 Predict and evaluate by using data analysis and probability how technology can reinforce, enhance, or alter the dance concept and performance.
	7.03 Make predictions by using data analysis and probability to solve problems related to dance.	7.03 Create an interdisciplinary project using selected technologies and dance.	7.03 Make predictions by using data analysis and probability to solve problems relating to dance and science.
		7.04 Compute a budget for a selected dance production by organizing, estimating, predicting, and analyzing expense and resources needed.	7.04 Evaluate the use of mathematical concepts and relationships in created dance compositions.
			7.05 Compare and contrast various literary forms with those of dance.

Special Topics Dance I	Special Topics Dance II
7.01 Identify, conclude, or predict connections between dance and other content areas by applying criteria for evaluation.	7.01 Identify, conclude, or predict commonalities and differences between dance and other content areas with regard to fundamental concepts, materials, elements, and ways of communicating meaning.
7.02 Use technology as a tool for exploring and creating dance.	7.02 Use a variety of technology to enhance or alter the movement experience.

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Scope and Sequence: Dance K-12

Goal 8: The learner will understand dance as an art form with a range of opportunities for involvement.

Kindergarten	1st Grade	2nd Grade
8.01 Show respect and appreciation for the dance movement efforts of others.	8.01 Describe and show respectful behaviors toward others in dance movement experiences.	8.01 Show respect and appreciation for the dance movement efforts of others.
8.02 Demonstrate ways that one can be involved through dance as a performer and as an audience member.	8.02 Identify the role of an audience member when creating or performing dance movement.	8.02 Identify the roles of audience members and performers when viewing dance.
	8.03 Identify and demonstrate appropriate behavior when creating, performing, or viewing dance movement.	8.03 Identify and demonstrate appropriate behavior when creating, performing, or viewing dance.

3rd Grade	4th Grade	5th Grade
8.01 Define the role of an audience and performer in dance.	8.01 Define the role of an audience and performer in dance.	8.01 Define and explain the role of an audience and performer in dance.
8.02 Define and demonstrate appropriate behaviors while watching, creating, or performing dance.	8.02 Identify and explore various opportunities for involvement with dance.	8.02 Identify and explore various opportunities for involvement with dance.
8.03 Identify and explore various opportunities for involvement with dance.		

6th Grade	7th Grade	8th Grade
8.01 Define the role of an audience and performer in dance.	8.01 Define the role of an audience and performer in dance.	8.01 Define the role of an audience and performer in dance.
8.02 Demonstrate appropriate behaviors while watching, creating, and performing dance.	8.02 Demonstrate appropriate behaviors while watching, creating, and performing dance.	8.02 Demonstrate appropriate behaviors while watching, creating, and performing dance.
8.03 Identify and explore various dance-related professions including those of dancer and choreographer.	8.03 Identify and explore various dance-related professions including those of costumer, lighting designer, and composer.	8.03 Identify and explore various dance related professions including those of dance critic, dance educator, and dance notator.

Dance I	Dance II	Dance III	Dance IV
8.01 Demonstrate appropriate audience etiquette using good listening skills, attentive behavior, and respect for the audience and performers.	8.01 Identify and demonstrate understanding of the role of an audience in dance.	8.01 Demonstrate the consistent use of concentration and focus as part of the role of a performer of dance.	8.01 Write a critique of live dance viewed as an audience member.

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8.02 Demonstrate understanding of concentration and focus as part of the role of a performer of dance.	8.02 Demonstrate the use of concentration and focus as part of the role of a performer of dance.	8.02 Research and explain opportunities for involvement in dance using main ideas and supporting details.	8.02 Demonstrate the use of concentration and focus with a high level of consistency and reliability as part of the role of a performer of dance.
8.03 Identify career related to dance in contemporary society.	8.03 Identify dance as a vocation and profession and relate the discipline of dance to other aspects of life.	8.03 Analyze personal progress through the creation and use of a dance portfolio of written and/or visual samples of student work.	8.03 Assess the role of dance in society as an expressive art form, entertainment, conveyor of artistic values, and contributor to the accomplishments of civilization.
8.04 Determine the economic challenges facing professional dance companies in America and other countries.	8.04 Demonstrate personal progress through the creation and use of a dance portfolio containing written and/or visual samples of student work.		8.04 Interpret information about the United States and world economic systems as they relate to the arts industry.
8.05 Demonstrate personal progress through the creation and use of a dance portfolio containing written and/or visual samples of student work.			8.05 Critique and evaluate personal progress through the creation and use of a dance portfolio of written and/or visual samples of student work.
			8.06 Write a critique of live dance viewed as an audience member.

Special Topics Dance I	Special Topics Dance II
8.01 Demonstrate appropriate audience etiquette using good listening skills, attentive behavior, and respect for the audience and performers.	8.01 Demonstrate appropriate audience etiquette using good listening skills, attentive behavior, and respect for the audience and performers.
8.02 Demonstrate concentration and focus as part of the role of a performer of dance.	8.02 Demonstrate concentration and focus as part of the role of a performer of dance.
8.03 Identify careers related to dance in contemporary society.	8.03 Identify dance as a vocation and profession and relate the discipline of dance to other aspects of life.
8.04 Demonstrate personal progress through the creation and use of a portfolio of written and/or visual samples of student work.	8.04 Evaluate personal progress through the creation and use of a portfolio of written and/or visual samples of student work.

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Arts Education
Standard Course of Study and
Grade Level Competencies, K-12
2000

SCOPE AND SEQUENCE

For

MUSIC

Scope and Sequence: Music K-12

Goal 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Kindergarten	1st Grade	2nd Grade
1.01 Recognize and demonstrate the difference between speaking and singing voices.	1.01 Recognize and demonstrate the difference between speaking and singing voices.	1.01 Sing phrases or simple songs with increased pitch accuracy.
1.02 Match pitch within a developmentally appropriate range.	1.02 Match pitch within a developmentally appropriate range, using head tones.	1.02 Match pitch within a developmentally appropriate vocal range, using head tones.
1.03 Sing with correct posture.	1.03 Sing with correct posture.	1.03 Sing phrases or simple songs with increased rhythmic accuracy.
1.04 Respond to the cues of a conductor.	1.04 Respond to the cues of a conductor.	1.04 Respond to the cues of a conductor.
1.05 Sing a variety of music.	1.05 Sing a variety of music representing diverse genres, styles, and cultures.	1.05 Sing with proper vocal technique using head tones, clear diction, and correct posture.
1.06 Show respect for the singing efforts of others.	1.06 Show respect for the singing efforts of others.	1.06 Sing expressively with appropriate dynamics and phrasing.
		1.07 Sing a variety of music representing diverse genres, styles, and cultures.
		1.08 Show respect for the singing efforts of others.

3rd Grade	4th Grade	5th Grade
1.01 Sing simple songs with increased pitch accuracy.	1.01 Sing with pitch accuracy.	1.01 Sing with pitch and rhythmic accuracy.
1.02 Match pitch within a developmentally appropriate vocal range, using head tones.	1.02 Match pitch within a developmentally appropriate vocal range, using head tones.	1.02 Match pitch within a developmentally appropriate vocal range, using head tones.
1.03 Sing simple songs with increased rhythmic accuracy.	1.03 Sing with rhythmic accuracy.	1.03 Demonstrate the proper use of breath control while singing a phrase or simple song.
1.04 Sing with proper vocal technique including head tones, clear diction, and correct posture.	1.04 Sing with proper vocal technique including pure head tone, clear diction, and correct posture.	1.04 Respond to the cues of a conductor.
1.05 Respond to the cues of a conductor.	1.05 Respond to the cues of a conductor.	1.05 Sing with proper vocal technique including head tones, clear diction, and correct posture.

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1.06 Sing expressively with appropriate dynamics and phrasing.	1.06 Sing expressively with appropriate dynamics, phrasing, and interpretation.	1.06 Sing expressively with appropriate dynamics, phrasing, and interpretation.
1.07 Demonstrate beginning part-singing skills through performing rounds and simple ostinati.	1.07 Blend vocal timbres and match dynamic levels while singing in a group.	1.07 Demonstrate part-singing skills through singing ostinati, partner songs, rounds, and countermelodies.
1.08 Sing a variety of music representing diverse genres, styles, and cultures.	1.08 Demonstrate part-singing skills through singing ostinatos, partner songs, and rounds.	1.08 Blend vocal timbres and match dynamics while singing in a group.
1.09 Show respect for the singing efforts of others.	1.09 Sing music representing diverse styles, genres, and cultures.	1.09 Sing music representing diverse styles, genres, and cultures.
	1.10 Show respect for the singing efforts of others.	1.10 Show respect for the singing efforts of others.

6th Grade	7th Grade	8th Grade
1.01 Sing with pitch and rhythmic accuracy and proper breath control; in an appropriate range.	1.01 Sing consistently on pitch, with accurate rhythm and proper breath control, in an appropriate range.	1.01 Sing consistently on pitch, with accurate rhythm and proper breath control, in an appropriate range.
1.02 Respond to the cues of a conductor.	1.02 Respond to the cues of a conductor.	1.02 Respond to the cues of a conductor.
1.03 Sing music of appropriate voicing, with expression and technical accuracy.	1.03 Sing music of appropriate voicing, with expression and technical accuracy.	1.03 Sing music of appropriate voicing, with expression and technical accuracy.
1.04 Sing music representing diverse styles, genres, and cultures.	1.04 Sing music representing diverse styles, genres, and cultures.	1.04 Sing music representing diverse styles, genres, and cultures.
1.05 Show respect for the singing efforts of others.	1.05 Show respect for the singing efforts of others.	1.05 Show respect for the singing efforts of others.
Additionally, for students participating in choral classes:	*Additionally, for students participating in choral classes:*	*Additionally, for students participating in choral classes:*
1.06 Create harmony by singing 2-part songs, partner songs, and rounds.	1.06 Sing music written in two and three parts.	1.06 Sing music written in two and three parts.
1.07 Sing music written in easy keys, meters, and rhythms in limited ranges.	1.07 Sing music written in a variety of keys, meters, and rhythms, in limited ranges.	1.07 Sing music written in modest ranges which may include changes of tempo, key, and meter.

Vocal Music I	Vocal Music II	Vocal Music III	Vocal Music IV
1.01 Demonstrate correct vocal practices.	1.01 Sing with increased technical accuracy.	1.01 Sing vocal literature of an appropriate and increasingly difficult level, with expression and technical accuracy.	1.01 Sing vocal literature of an appropriate and increasingly difficult level, with expression and technical accuracy.

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1.02 Sing easy vocal literature which may include changes in tempo, key, and meter, written in modest ranges.	1.02 Sing increasingly difficult vocal literature which contains moderate technical demands, expanded ranges, and varied interpretive requirements.	1.02 Sing moderately difficult vocal literature which requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys.	1.02 Sing difficult vocal literature which requires advanced technical and interpretive skills, ability to perform various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements.
1.03 Sing vocal literature representing diverse genres, styles, and cultures.	1.03 Sing vocal literature representing diverse genres, styles, and cultures.	1.03 Sing vocal literature representing diverse genres, styles, and cultures.	1.03 Sing vocal literature representing diverse genres, styles, and cultures.
1.04 Show respect for the singing efforts of others.	1.04 Show respect for the singing efforts of others.	1.04 Show respect for the singing efforts of others.	1.04 Show respect for the singing efforts of others.

Instrumental Music I	Instrumental Music II	Instrumental Music III	Instrumental Music IV
1.01 Sing selected instrumental parts.	1.01 Sing selected instrumental parts.	1.01 Sing selected instrumental parts.	1.01 Sing selected instrumental parts.
1.02 Use singing to support instrumental study.	1.02 Use singing to support instrumental study.	1.02 Use singing to support instrumental study.	1.02 Use singing to support instrumental study.
1.03 Show respect for the singing efforts of others.	1.03 Show respect for the singing efforts of others.	1.03 Show respect for the singing efforts of others.	1.03 Show respect for the singing efforts of others.

General Music/All Other Electives

1.01 Sing with increased vocal proficiency.

1.02 Sing selected instrumental parts.

1.03 Sing a varied repertoire of music.

1.04 Show respect for the singing efforts of others.

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Scope and Sequence: Music K-12

Goal 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Kindergarten	1st Grade	2nd Grade
2.01 Recognize and play pitched and unpitched instruments.	2.01 Recognize and play pitched and unpitched instruments.	2.01 Play with increased pitch accuracy.
2.02 Echo simple rhythmic patterns.	2.02 Play with increased rhythmic accuracy.	2.02 Play with increased rhythmic accuracy.
2.03 Play with appropriate technique and posture.	2.03 Play with appropriate technique and posture.	2.03 Play with appropriate posture and increased technical accuracy.
2.04 Demonstrate a steady beat.	2.04 Demonstrate and maintain a steady beat.	2.04 Play expressively with appropriate dynamics.
2.05 Respond to the cues of a conductor.	2.05 Respond to the cues of a conductor.	2.05 Play instrumental parts while others sing and/or play rhythmic, melodic, or harmonic parts.
2.06 Play a varied repertoire of music.	2.06 Play a varied repertoire of music.	2.06 Respond to the cues of a conductor.
2.07 Show respect for the instrumental playing efforts of others.	2.07 Show respect for the instrumental playing efforts of others.	2.07 Play music representing diverse styles, genres, and cultures.
		2.08 Show respect for the instrumental playing efforts of others.

3rd Grade	4th Grade	5th Grade
2.01 Play with increased pitch accuracy.	2.01 Play with pitch accuracy.	2.01 Play with pitch and rhythmic accuracy.
2.02 Play with increased rhythmic accuracy.	2.02 Play with rhythmic accuracy.	2.02 Play with appropriate technique and posture.
2.03 Play with appropriate technique and posture.	2.03 Play with appropriate technique and posture.	2.03 Play expressively using appropriate dynamics, phrasing, and interpretation.
2.04 Play expressively using appropriate dynamics.	2.04 Play expressively using appropriate dynamics, phrasing, and interpretation.	2.04 Play independent instrumental parts while others sing and/or play rhythmic, melodic, or harmonic parts.
2.05 Play independent instrumental parts while others sing and/or play rhythmic, melodic, or harmonic parts.	2.05 Play independent instrumental parts while others sing and/or play rhythmic, melodic, or harmonic parts.	2.05 Respond to the cues of a conductor.

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2.06 Respond to the cues of a conductor.	2.06 Respond to the cues of a conductor.	2.06 Play music representing diverse styles, genres, and cultures.
2.07 Play music representing diverse styles, genres, and cultures.	2.07 Play music representing diverse styles, genres, and cultures.	2.07 Show respect for the instrumental playing efforts of others.
2.08 Show respect for the playing efforts of others.	2.08 Show respect for the playing efforts of others.	

6th Grade	7th Grade	8th Grade
2.01 Play at least one instrument with appropriate posture, playing position, and technique.	2.01 Play at least one instrument with appropriate posture, playing position, and technique.	2.01 Play at least one instrument with appropriate posture, playing position, and technique.
2.02 Respond to the cues of a conductor.	2.02 Respond to the cues of a conductor.	2.02 Respond to the cues of a conductor.
2.03 Play music representing diverse styles, genres, and cultures.	2.03 Play music representing diverse styles, genres, and cultures.	2.03 Play music representing diverse styles, genres, and cultures.
2.04 Show respect for the instrumental playing efforts of others.	2.04 Play by ear simple melodies.	2.04 Play by ear simple melodies and accompaniments.
Additionally, for students participating in instrumental classes:	2.05 Show respect for the instrumental playing efforts of others.	2.05 Show respect for the instrumental playing efforts of others.
2.05 Play on at least one instrument, music at an appropriate and increasingly difficult level, with expressiveness and technical accuracy.		
2.06 Play music written in easy keys, meters, and rhythms in limited ranges.	*Additionally, for students participating in instrumental classes:*	*Additionally, for students participating in instrumental music classes:*
	2.06 Play on at least one instrument, music at an appropriate and increasingly difficult level, with expression and technical accuracy.	2.06 Play on at least one instrument, music at an appropriate and increasingly difficult level, with expressiveness and technical accuracy.
	2.07 Play music written in a variety of keys, meters, and rhythms in limited ranges.	2.07 Play music written in modest ranges which may include changes of tempo, key, and meter.

Vocal Music I	Vocal Music II	Vocal Music III	Vocal Music IV
2.01 Select and utilize appropriate instrumental accompaniments in a wide variety of historical and cultural styles.	2.01 Select and use appropriate instrumental accompaniments in a wide variety of historical and cultural styles.	2.01 Select and use appropriate instrumental accompaniments in a variety of historical and cultural styles.	2.01 Select and utilize appropriate instrumental accompaniments in a wide variety of historical and cultural styles.

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2.02 Show respect for the instrumental playing efforts of others.	2.02 Show respect for the instrumental playing efforts of others.	2.02 Show respect for the instrumental playing efforts of others.	2.02 Show respect for the instrumental playing efforts of others.

Instrumental Music I	Instrumental Music II	Instrumental Music III	Instrumental Music IV
2.01 Recognize and demonstrate appropriate instrumental technique.	2.01 Play with increased technical accuracy.	2.01 Play instrumental literature of an appropriate and increasingly difficult level, with expression and technical accuracy.	2.01 Play instrumental literature of an appropriate and increasingly difficult level, with expression and technical accuracy.
2.02 Play simple instrumental literature using a variety of keys, meters, tempi, and rhythms in modest ranges.	2.02 Play increasingly difficult instrumental literature which contains moderate technical demands, expanded ranges, and varied interpretive requirements.	2.02 Play moderately difficult instrumental literature which requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys.	2.02 Play difficult instrumental literature which requires advanced technical and interpretive skills, ability to perform various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements.
2.03 Play a varied repertoire of instrumental music representing diverse styles, genres, and cultures.	2.03 Play instrumental literature representing diverse genres, styles, and cultures.	2.03 Play instrumental literature representing diverse genres, styles, and cultures.	2.03 Play instrumental literature representing diverse genres, styles, and cultures.
2.04 Show respect for the instrumental playing efforts of others.	2.04 Show respect for the instrumental playing efforts of others.	2.04 Show respect for the instrumental playing efforts of others.	2.04 Show respect for the instrumental playing efforts of others.

General Music/All Other Electives

2.01 Recognize and demonstrate appropriate instrumental technique.

2.02 Play instrumental music representing diverse styles, genres, and cultures.

2.03 Show respect for the instrumental playing efforts of others.

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Scope and Sequence: Music K-12

Goal 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Kindergarten	1st Grade	2nd Grade
3.01 Improvise a response by singing, playing, and or moving to given rhythmic and melodic phrases.	3.01 Improvise an appropriate response to given rhythmic and melodic phrases.	3.01 Improvise an appropriate answer to given rhythmic and melodic questions.
3.02 Improvise simple rhythmic and melodic ostinati.	3.02 Improvise simple rhythmic and melodic ostinati and ostinato accompaniments.	3.02 Improvise simple pentatonic melodies.
3.03 Improvise simple rhythmic variations using familiar pentatonic melodies.	3.03 Improvise simple rhythmic variations of familiar melodies.	3.03 Improvise simple rhythmic and melodic ostinato accompaniments.
3.04 Improvise short songs and instrumental pieces using a variety of sound sources.	3.04 Improvise short songs and instrumental pieces using a variety of sound sources.	3.04 Improvise simple rhythmic and melodic variations of familiar melodies.
3.05 Show respect for the improvisational efforts of others.	3.05 Show respect for the improvisational efforts of others.	3.05 Improvise short songs and instrumental pieces using a variety of sound sources including electronic media.
		3.06 Show respect for the improvisational efforts of others.

3rd Grade	4th Grade	5th Grade
3.01 Improvise rhythmic question and answer phrases.	3.01 Improvise rhythmic and melodic question and answer phrases.	3.01 Improvise rhythmic and melodic question and answer phrases.
3.02 Improvise simple major and minor pentatonic melodies.	3.02 Improvise simple rhythmic and melodic ostinato accompaniments.	3.02 Improvise rhythmic and melodic ostinato accompaniments.
3.03 Improvise simple rhythmic and melodic ostinato accompaniments.	3.03 Improvise simple pentatonic and major diatonic melodies.	3.03 Improvise simple major and minor pentatonic and diatonic melodies.
3.04 Improvise simple rhythmic variations of familiar melodies.	3.04 Improvise simple rhythmic and melodic variations of familiar melodies.	3.04 Improvise rhythmic variations and melodic embellishments on familiar melodies.
3.05 Improvise short songs and instrumental pieces using a variety of sound sources, including electronic media.	3.05 Improvise short songs and instrumental pieces using a variety of sound sources including electronic media.	3.05 Improvise increasingly complex songs and instrumental pieces using a variety of sound sources, including electronic media.

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3.06 Show respect for the improvisational efforts of others.	3.06 Show respect for the improvisational efforts of others	3.06 Show respect for the improvisational efforts of others.

6th Grade	7th Grade	8th Grade
3.01 Improvise melodies.	3.01 Improvise melodies and accompaniments.	3.01 Improvise melodies and harmonic accompaniments.
3.02 Improvise rhythmic variations of given melodies.	3.02 Improvise melodic variations using major and minor pentatonic and diatonic scales.	3.02 Improvise rhythmic and melodic variations using major and minor pentatonic and diatonic scales.
3.03 Improvise short melodies while accompanied by specified patterns.	3.03 Improvise short melodies, unaccompanied and over given rhythmic accompaniments.	3.03 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.
3.04 Show respect for the improvisational efforts of others.	3.04 Show respect for the improvisational efforts of others.	3.04 Show respect for the improvisational efforts of others.

Vocal Music I	Vocal Music II	Vocal Music III	Vocal Music IV
3.01 Improvise simple melodic and rhythmic patterns.	3.01 Improvise variations of melodies and accompaniments in different styles, meters, and tonalities.	3.01 Improvise melodies with rhythmic and melodic variations.	3.01 Improvise variations of melodies and accompaniments in different styles, meters, and tonalities.
3.02 Show respect for the improvisational efforts of others.	3.02 Show respect for the improvisational efforts of others.	3.02 Improvise accompaniments in a variety of styles.	3.02 Show respect for the improvisational efforts of others.
		3.03 Show respect for the improvisational efforts of others.	

Instrumental Music I	Instrumental Music II	Instrumental Music III	Instrumental Music IV
3.01 Improvise simple melodic and rhythmic patterns.	3.01 Improvise melodic and rhythmic patterns and accompaniments in a variety of styles.	3.01 Improvise melodies with rhythmic and melodic variations.	3.01 Improvise variations of melodies and accompaniments in different styles, meters, and tonalities.
3.02 Show respect for the improvisational efforts of others.	3.02 Show respect for the improvisational efforts of others.	3.02 Improvise accompaniments in a variety of styles.	3.02 Show respect for the improvisational efforts of others.
		3.03 Show respect for the improvisational efforts of others.	

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3.01 Improvise simple melodic and rhythmic patterns and accompaniments in a variety of styles.

3.02 Improvise variations on a simple melody.

3.03 Show respect for the improvisational efforts of others.

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Scope and Sequence: Music K-12

Goal 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Kindergarten	1st Grade	2nd Grade
4.01 Select musical sounds to accompany readings or dramatizations.	4.01 Select and create music to accompany readings or dramatizations.	4.01 Create and arrange music to accompany readings or dramatizations.
4.02 Compose a simple melody using at least two pitches.	4.02 Compose a simple melody using at least three pitches.	4.02 Compose a simple melody using at least five pitches.
4.03 Compose a simple rhythmic pattern using quarter and eighth note and quarter rest durations.	4.03 Compose a simple rhythmic pattern using quarter and eighth note and quarter rest durations.	4.03 Compose a simple rhythmic piece using half, quarter, eighth note and quarter rest durations.
4.04 Show respect for the composing and arranging efforts of others.	4.04 Use a variety of sound, notational, and technological sources to compose and arrange music.	4.04 Use a variety of sound, notational, and technological sources to compose and arrange music.
	4.05 Show respect for the composing and arranging efforts of others.	4.05 Show respect for the composing and arranging efforts of others.

3rd Grade	4th Grade	5th Grade
4.01 Create and arrange music to accompany readings or dramatizations.	4.01 Create and arrange music to accompany readings or dramatizations.	4.01 Create and arrange music to accompany readings or dramatizations.
4.02 Compose short pieces for voices or instruments using the pentatonic scale and varied rhythmic values.	4.02 Compose short music compositions for voices or instruments using pentatonic and major diatonic scales and varied rhythmic values.	4.02 Compose short pieces for voices or instruments using major and minor pentatonic and diatonic scales and varied rhythmic values.
4.03 Arrange simple pieces for voices or instruments.	4.03 Arrange simple compositions for voices or instruments.	4.03 Arrange simple pieces for voices or instruments.
4.04 Use a variety of sound, notational, and technological sources to compose music.	4.04 Use a variety of sound, notational, and technological sources to compose and arrange music.	4.04 Use a variety of sound, notational, and technological sources to compose and arrange music.
4.05 Show respect for the composing and arranging efforts of others.	4.05 Show respect for the compositions and arrangements of others.	4.05 Show respect for the composing and arranging efforts of others.

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6th Grade	7th Grade	8th Grade
4.01 Compose short pieces using the basic elements of music to demonstrate repetition and contrast.	4.01 Compose short pieces using the basic elements of music to demonstrate tension and release.	4.01 Compose short pieces using the basic elements of music to demonstrate repetition and contrast, and tension and release.
4.02 Create an arrangement of an existing composition, using different voices and/or instruments.	4.02 Create an arrangement of an existing composition, using different voices and/or instruments.	4.02 Create an arrangement of an existing composition, using different voices and/or instruments.
4.03 Use a variety of sound, notational, and technological sources to compose music.	4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.	4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
4.04 Show respect for the composing and arranging efforts of others.	4.04 Show respect for the composing and arranging efforts of others.	4.04 Show respect for the composing and arranging efforts of others.

Vocal Music I	Vocal Music II	Vocal Music III	Vocal Music IV
4.01 Compose and arrange music incorporating appropriate voicings and ranges.	4.01 Compose and arrange music incorporating appropriate voicings and ranges.	4.01 Compose and arrange music incorporating appropriate voicings and ranges.	4.01 Compose and arrange music incorporating appropriate voicings and ranges.
4.02 Compose music in several distinct styles using the elements of music.	4.02 Compose music in several distinct styles using the elements of music.	4.02 Synthesize the study and characteristics of several styles/genres of music to create original compositions.	4.02 Synthesize the study and characteristics of several styles/genres of music to create original compositions.
4.03 Use a variety of sounds, notational, and technological sources to compose and arrange music.	4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.	4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.	4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
4.04 Show respect for the composing and arranging efforts of others.	4.04 Show respect for the composing and arranging efforts of others.	4.04 Show respect for the composing and arranging efforts of others.	4.04 Show respect for the composing and arranging efforts of others.

Instrumental Music I	Instrumental Music II	Instrumental Music III	Instrumental Music IV
4.01 Compose and arrange music incorporating appropriate voices and ranges.	4.01 Compose and arrange music incorporating appropriate voicings and ranges.	4.01 Compose and arrange music incorporating appropriate voicings and ranges.	4.01 Compose and arrange music incorporating appropriate voicings and ranges.
4.02 Compose music in several distinct styles using the elements of music.	4.02 Compose music in several distinct styles using the elements of music.	4.02 Synthesize the study and characteristics of several styles/genres of music to create original compositions.	4.02 Synthesize the study and characteristics of several styles/genres of music to create original compositions.

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4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.	4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.	4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.	4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
4.04 Show respect for the composing and arranging efforts of others.	4.04 Show respect for the composing and arranging efforts of others.	4.04 Show respect for the composing and arranging efforts of others.	4.04 Show respect for the composing and arranging efforts of others.

General Music/All Other Electives

4.01 Compose and arrange music incorporating appropriate voicings and ranges.

4.02 Plan logical steps and organize resources necessary to create compositions in varied styles.

4.03 Synthesize the study and characteristics of several styles/genres of music to create original compositions.

4.04 Use a variety of sound, notational, and technological sources to compose and arrange music.

4.05 Show respect for the composing and arranging efforts of others.

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Scope and Sequence: Music K-12

Goal 5: The learner will read and notate music. (National Standard 5)

Kindergarten	1st Grade	2nd Grade
5.01 Read simple rhythmic notation including quarter notes, eighth notes, and quarter rests.	5.01 Read simple rhythmic notation including half, quarter, and eighth note durations, and quarter rest durations.	5.01 Read rhythmic notation with increased accuracy including whole, half, quarter, and eighth notes and quarter rests in 2/4 and 3/4 meters.
5.02 Read simple melodic notation.	5.02 Read simple melodic notation.	5.02 Read simple melodic notation with increased accuracy.
5.03 Show respect for the reading and notating efforts of others.	5.03 Recognize and respond to simple symbols and terms.	5.03 Identify traditional symbols and terms.
	5.04 Use symbols to notate simple musical patterns.	5.04 Use symbols to notate simple musical patterns.
	5.05 Show respect for the reading and notating efforts of others.	5.05 Show respect for the reading and notating efforts of others.

3rd Grade	4th Grade	5th Grade
5.01 Read whole, half, dotted half, quarter, and eighth note and quarter rest durations in 2/4, 3/4, and 4/4 meters.	5.01 Read whole, half, dotted half, quarter, and eighth note and rest durations in 2/4, 3/4, and 4/4 meters.	5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, and 6/8 meters.
5.02 Read melodic notation in the treble clef.	5.02 Read pitch notation in the treble clef.	5.02 Read melodic notation in the treble clef.
5.03 Identify pitches on the treble clef.	5.03 Identify symbols and traditional terms referring to expressive qualities, including dynamics and tempo.	5.03 Identify notated pitches in the treble and/or bass clef.
5.04 Identify symbols and traditional terms referring to expressive qualities including dynamics and tempo.	5.04 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple musical patterns.	5.04 Identify symbols and traditional terms referring to expressive qualities including dynamics and tempo.
5.05 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns.	5.05 Show respect for the reading and notating efforts of others.	5.05 Use standard symbols to notate meter, rhythm, pitch, and dynamics in patterns.

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5.06 Show respect for the reading and notating efforts of others.

5.06 Show respect for the reading and notating efforts of others.

6th Grade	7th Grade	8th Grade
5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8 and 2/2 meters.	5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, and 2/2 meters.	5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.
5.02 Identify pitches in treble and bass clefs.	5.02 Identify pitches in the treble and bass clefs.	5.02 Read melodic notation in the treble and bass clefs.
5.03 Sightread simple melodic notation in the treble clef.	5.03 Sightread pitch notation in the treble and bass clefs.	5.03 Identify symbols and traditional terms referring to expressive musical qualities including dynamics and tempo.
5.04 Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.	5.04 Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.	5.04 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns.
5.05 Show respect for the reading and notating efforts of others.	5.05 Use standard notation to record own musical ideas and musical ideas of others.	5.05 Show respect for the reading and notating efforts of others.
	5.06 Show respect for the reading and notating efforts of others.	

Vocal Music I	Vocal Music II	Vocal Music III	Vocal Music IV
5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.	5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.	5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, 12/8, 2/2, and mixed meters.	5.01 Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used and explaining all transpositions and clefs.
5.02 Sightread melodies.	5.02 Demonstrate the ability to read individual part of a vocal score by describing how the elements of music are used.	5.02 Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used.	5.02 Sightread difficult musical examples with accuracy and expression.
5.03 Notate melodies.	5.03 Sightread musical examples in the treble and bass clefs.	5.03 Sightread moderately difficult musical examples with accuracy and expression.	5.03 Notate moderately difficult music examples using standard notation.
5.04 Use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to record own musical ideas and musical ideas of others.	5.04 Notate and transpose simple melodies using standard notation.	5.04 Notate moderately difficult music examples using standard notation.	5.04 Read and interpret standard and non-standard notation.

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5.05 Show respect for the reading and notating efforts of others.	5.05 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.	5.05 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.	5.05 Create musical examples using non-standard notation.
	5.06 Show respect for the reading and notating efforts of others.	5.06 Show respect for the reading and notating efforts of others.	5.06 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
			5.07 Show respect for the reading and notating efforts of others.

Instrumental Music I	Instrumental Music II	Instrumental Music III	Instrumental Music IV
5.01 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.	5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.	5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, 12/8, 2/2, and mixed meters.	5.01 Demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used and explaining all transpositions and clefs.
5.02 Sightread simple musical examples.	5.02 Demonstrate the ability to read individual part of an instrumental score by describing how the elements of music are used.	5.02 Demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used.	5.02 Sightread advanced musical examples with accuracy and expression.
5.03 Notate simple melodies.	5.03 Sightread simple musical examples with reasonable accuracy.	5.03 Sightread moderately difficult musical examples with accuracy and expression.	5.03 Notate and transpose moderately difficult music examples using standard notation.
5.04 Use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to record own musical ideas and musical ideas of others.	5.04 Notate and transpose simple melodies using standard notation.	5.04 Notate moderately difficult music examples using standard notation.	5.04 Read and interpret standard and non-standard notation.
5.05 Show respect for the reading and notating efforts of others.	5.05 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.	5.05 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.	5.05 Create musical examples using non-standard notation.
	5.06 Show respect for the reading and notating efforts of others.	5.06 Show respect for the reading and notating efforts of others.	5.06 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

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5.07 Show respect for the reading and notating efforts of others.

General Music/All Other Electives

5.01 Sightread simple musical examples.

5.02 Identify and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to notate musical ideas.

5.03 Show respect for the reading and notating efforts of others.

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Scope and Sequence: Music K-12

Goal 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Kindergarten	1st Grade	2nd Grade
6.01 Identify same/different and call/response sections in music.	6.01 Identify simple music forms when presented aurally, including AB, ABA, and Introduction.	6.01 Identify simple music forms when presented aurally including AB, ABA, and Introduction/Coda.
6.02 Demonstrate perceptual skills by answering questions about aural musical examples of various styles and cultures.	6.02 Demonstrate perceptual skills by answering questions about and discussing aural examples of music.	6.02 Demonstrate perceptual skills by answering questions about and describing aural musical examples of various styles and cultures.
6.03 Identify sound sources visually and aurally.	6.03 Identify a variety of instruments visually and aurally.	6.03 Discuss music using appropriate terminology.
6.04 Respond through purposeful movement to prominent music characteristics while listening to music.	6.04 Identify solo and group vocal timbres of children's voices.	6.04 Identify a variety of classroom, orchestral, band, and cultural instruments by their timbre.
6.05 Show respect while listening to and analyzing music.	6.05 Respond through purposeful movement to prominent music characteristics while listening to music.	6.05 Identify solo and group vocal timbres including children's voices, and male/female adult voices.
	6.06 Show respect while listening to and analyzing music.	6.06 Respond through purposeful movement to prominent music characteristics while listening to music.
		6.07 Show respect while listening to and analyzing music.

3rd Grade	4th Grade	5th Grade
6.01 Identify simple music forms when presented aurally including AB, ABA, AABA, Call and Response, and Introduction/Coda.	6.01 Identify simple music forms when presented aurally including AB, ABA, Call and Response, Rondo, Ballad, and Introduction/Coda.	6.01 Identify music forms when presented aurally including AB, ABA, AABA, Call and Response, Rondo, Theme and Variations, Ballad, and Introduction/Coda.
6.02 Demonstrate perceptual skills by conducting, moving, answering questions about, and describing aural music examples of various styles and cultures.	6.02 Demonstrate perceptual skills by conducting, moving to, answering questions about, and describing aural examples of music of various styles and cultures.	6.02 Demonstrate perceptual skills by conducting, moving to, answering questions about, and describing aural examples of varied musical styles and cultures.

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6.03 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.	6.03 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.	6.03 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
6.04 Identify visually and aurally a variety of instruments including many orchestra and band instruments, and instruments from various cultures.	6.04 Identify visually and aurally a variety of instruments, including many orchestra and band instruments, and instruments from various cultures.	6.04 Identify visually and aurally a variety of instruments, including many orchestra and band instruments, and instruments from various cultures.
6.05 Identify solo and group vocal timbres including children's voices, and male/female adult voices.	6.05 Identify solo and group vocal timbres including children's voices, and male/female adult voices.	6.05 Identify solo and group vocal timbres including children's voices, and male/female adult voices.
6.06 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.	6.06 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.	6.06 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
6.07 Show respect while listening to and analyzing music.	6.07 Show respect while listening to and analyzing music.	6.07 Show respect while listening to and analyzing music.

6th Grade	7th Grade	8th Grade
6.01 Identify specific music events in a given aural example, using appropriate terminology.	6.01 Discuss specific musical events in a given aural example, using appropriate terminology.	6.01 Describe and explain specific musical events in a given aural example, using appropriate terminology.
6.02 Identify elements of music in aural examples representing diverse genres and cultures.	6.02 Discuss elements of music in aural examples representing diverse genres and cultures.	6.02 Analyze elements of music in aural examples representing diverse genres and cultures.
6.03 Identify the basic principles of meter, rhythm, and tonality in analyses of music.	6.03 Identify and discuss the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in the analyses of music.	6.03 Describe and explain the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in the analyses of music.
6.04 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.	6.04 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.	6.04 Demonstrate perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
6.05 Show respect while listening to and analyzing music.	6.05 Show respect while listening to and analyzing music.	6.05 Show respect while listening to and analyzing music.

Vocal Music I	Vocal Music II	Vocal Music III	Vocal Music IV
6.01 Identify basic musical forms.	6.01 Identify musical forms representing various historical periods.	6.01 Identify musical forms representing diverse genres and cultures.	6.01 Compare and contrast musical forms representing diverse genres and cultures.

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6.02 Demonstrate a basic knowledge of the technical vocabulary of music.	6.02 Demonstrate a basic knowledge of the technical vocabulary of music.	6.02 Demonstrate increased knowledge of the technical vocabulary of music.	6.02 Demonstrate extensive knowledge of the technical vocabulary of music.
6.03 Recognize and identify a variety of compositional techniques.	6.03 Discuss a variety of compositional techniques.	6.03 Analyze and describe the elements of music in a given work.	6.03 Analyze and describe the elements of music in a given work that make it unique, interesting, and expressive.
6.04 Identify various types of accompaniments.	6.04 Explain various accompaniments.	6.04 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.	6.04 Demonstrate the ability to perceive and remember musical events by describing in detail significant events occurring in a given aural example.
6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music	6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.	6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.	6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
6.06 Show respect while listening to and analyzing music.	6.06 Show respect while listening to and analyzing music.	6.06 Show respect while listening to and analyzing music.	6.06 Show respect while listening to and analyzing music.

Instrumental Music I	Instrumental Music II	Instrumental Music III	Instrumental Music IV
6.01 Identify basic musical forms.	6.01 Identify musical forms representing various historical periods.	6.01 Identify musical forms representing diverse genres and cultures.	6.01 Compare and contrast musical forms representing diverse genres and cultures.
6.02 Demonstrate a basic knowledge of the technical vocabulary of music.	6.02 Demonstrate a basic knowledge of the technical vocabulary of music.	6.02 Demonstrate increased knowledge of the technical vocabulary of music.	6.02 Demonstrate extensive knowledge of the technical vocabulary of music.
6.03 Recognize and identify a variety of compositional techniques.	6.03 Discuss a variety of compositional techniques.	6.03 Analyze and describe the elements of music in a given work.	6.03 Analyze and describe the elements of music in a given work that make it unique, interesting, and expressive.
6.04 Identify various types of accompaniments.	6.04 Explain various accompaniments.	6.04 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give	6.04 Demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given aural example.

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		similar uses of these devices and techniques.	
6.05 Demonstrate perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.	6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.	6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.	6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
6.06 Show respect while listening to and analyzing music.	6.06 Show respect while listening to and analyzing music.	6.06 Show respect while listening to and analyzing music.	6.06 Show respect while listening to and analyzing music.

General Music/All Other Electives

6.01 Identify musical forms representing various historical periods and cultures.

6.02 Demonstrate a basic knowledge of the technical vocabulary of music.

6.03 Discuss a variety of compositional techniques.

6.04 Show respect while listening to and analyzing music.

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Scope and Sequence: Music K-12

Goal 7: The learner will evaluate music and music performances. (National Standard 7)

Kindergarten	1st Grade	2nd Grade
7.01 Relate personal reactions to music selections. 7.02 Demonstrate respect for the musical efforts and opinions of others.	7.01 Explain personal reactions to musical works. 7.02 Demonstrate respect for the musical efforts and opinions of others.	7.01 Devise criteria for evaluating performances and compositions of self and others. 7.02 Explain personal reactions to musical works. 7.03 Demonstrate respect for the musical efforts and opinions of others.

3rd Grade	4th Grade	5th Grade
7.01 Devise criteria for evaluating performances and compositions of self and others. 7.02 Explain personal reactions to specific musical compositions and styles using appropriate terminology. 7.03 Show respect for the musical efforts and opinions of others.	7.01 Devise and use criteria for evaluating performances and compositions of self and others. 7.02 Explain personal reactions to specific musical works and styles using appropriate music terminology. 7.03 Show respect for the musical efforts and opinions of others.	7.01 Devise and use criteria for evaluating performances and compositions of self and others. 7.02 Explain, using appropriate music terminology, personal reactions to specific musical works and styles. 7.03 Show respect for the musical efforts and opinions of others.

6th Grade	7th Grade	8th Grade
7.01 Devise criteria for evaluating the quality and effectiveness of music performances and compositions, and apply criteria in personal listening and performing. 7.02 Evaluate the quality and effectiveness of compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement. 7.03 Identify and describe how interacting musical elements impact one's feelingful response to music.	7.01 Devise criteria for evaluating the quality and effectiveness of music performances and compositions and apply criteria in personal listening and performing. 7.02 Evaluate the quality and effectiveness of compositions, arrangements, and improvisations by applying specific criteria appropriate for the musical style and offer constructive suggestions for improvement. 7.03 Identify and describe how interacting musical elements impact one's feelingful responses to music.	7.01 Devise criteria for evaluating the quality and effectiveness of music performances and compositions, and apply criteria in personal listening and performing. 7.02 Evaluate the quality and effectiveness of compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement. 7.03 Identify and describe how interacting musical elements impact one's feelingful responses to music.

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7.04 Show respect for the musical efforts and opinions of others.	7.04 Show respect for the musical efforts and opinions of others.	7.04 Show respect for the musical efforts and opinions of others.	
Vocal Music I	**Vocal Music II**	**Vocal Music III**	**Vocal Music IV**
7.01 Apply specific criteria for making informed, critical evaluations of music.	7.01 Apply specific criteria for making informed, critical evaluations of music.	7.01 Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music.	7.01 Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music.
7.02 Evaluate musical works by comparing them to similar or exemplary models.	7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.	7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.	7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.
7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music.	7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music.	7.03 Examine and determine the best economic value of instruments, materials, or recordings to make informed choices.	7.03 Apply rules of standard English in written evaluations of music.
7.04 Apply rules of standard English in written evaluations of music.	7.04 Apply rules of standard English in written evaluations of music.	7.04 Apply rules of standard English in written evaluations of music.	7.04 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it used to evoke feelings and emotions.
7.05 Describe the aesthetic nature of music and how perceptions of interacting musical elements affect one's feelingful responses to music.	7.05 Explain how interacting musical elements impact one's aesthetic or feelingful response to music.	7.05 Evaluate a given musical work in terms of its aesthetic qualities and explain musical devices it used to evoke feelings and emotions.	7.05 Show respect for the musical efforts and opinions of others.
7.06 Show respect for the musical efforts and opinions of others.	7.06 Show respect for the musical efforts and opinions of others.	7.06 Show respect for the musical efforts and opinions of others.	

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Instrumental Music I	Instrumental Music II	Instrumental Music III	Instrumental Music IV
7.01 Apply specific criteria for making informed, critical evaluations of music.	7.01 Apply specific criteria for making informed, critical evaluations of music.	7.01 Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music.	7.01 Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music.
7.02 Evaluate musical works by comparing them to similar or exemplary models.	7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.	7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.	7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.
7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music.	7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music.	7.03 Examine and determine the best economic value of instruments, materials, or recordings to make informed choices.	7.03 Apply rules of standard English in written evaluations of music.
7.04 Apply rules of standard English in written evaluations of music.	7.04 Apply rules of standard English in written evaluations of music.	7.04 Apply rules of standard English in written evaluations of music.	7.04 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it used to evoke feelings and emotions.
7.05 Describe the aesthetic nature of music and how perceptions of interacting musical elements affect one's feelingful responses to music.	7.05 Explain how interacting musical elements impact one's aesthetic or feelingful response to music.	7.05 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.	7.05 Show respect for the musical efforts and opinions of others.
7.06 Show respect for the musical efforts and opinions of others.	7.06 Show respect for the musical efforts and opinions of others.	7.06 Show respect for the musical efforts and opinions of others.	

General Music/All Other Electives
7.01 Apply specific criteria for making informed, critical evaluations of music.
7.02 Evaluate musical compositions by comparing them to similar or exemplary models.
7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music.
7.04 Apply rules of standard English in written evaluations of music.
7.05 Show respect for the musical efforts and opinions of others.

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Scope and Sequence: Music K-12

Goal 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.
(National Standard 8)

Kindergarten	1st Grade	2nd Grade
8.01 Recognize commonalities between music and the other arts.	8.01 Identify commonalties between music and the other arts areas.	8.01 Identify and explain commonalties between music and the other arts areas.
8.02 Identify ways in which the principles and subject matter of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music.	8.02 Identify ways in which the principles and subject matter of other content areas taught in the school are related to those of music.	8.02 Identify ways in which the principles and subject matter of other content areas taught in the school are related to those of music.
8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.	8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.	8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

3rd Grade	4th Grade	5th Grade
8.01 Identify similarities and differences in the meanings of common terms used in the other arts.	8.01 Identify similarities and differences in the meanings of common terms used in dance, music, theatre arts, and visual arts including line, color, texture, form/shape, rhythm, pattern, mood/emotion, theme, and purpose.	8.01 Identify similarities and differences in the meanings of common terms used in dance, music, theatre arts, and visual arts including line, color, texture, form/shape, rhythm, pattern, mood/emotion, theme, and purpose.
8.02 Identify ways in which the principles and subject matter of other disciplines taught in the school are related to those of music.	8.02 Identify ways in which the principles and subject matter of other content areas taught in the school are related to those of music.	8.02 Identify ways in which the principles and subject matter of other content areas taught in the school are related to those of music.
8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.	8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.	8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally performing music.

6th Grade	7th Grade	8th Grade
8.01 Identify similarities and differences in the meanings of common terms used in dance, music, theatre arts, and visual arts including line, color, texture, form/shape, rhythm, pattern, mood/emotion, theme, and purpose.	8.01 Compare in two or more arts areas how the characteristic elements of each art form can be used to transform events, emotions, or ideas into works of art.	8.01 Compare in two or more arts areas how the characteristic elements of each art form can be used to transform events, emotions, or ideas into works of art.

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8.02 Describe ways in which the concepts and skills of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music.	8.02 Describe ways in which the concepts and skills of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music.	8.02 Describe ways in which the concepts and skills of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music.
8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.	8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.	8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

Vocal Music I	Vocal Music II	Vocal Music III	Vocal Music IV
8.01 Identify the uses of characteristic elements, artistic processes, and organizational principles among the arts areas (dance, music, theatre arts, and visual arts) in different historical periods and cultures.	8.01 Apply standard rules of written English to explain the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.	8.01 Apply rules of standard English to compare and contrast the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.	8.01 Compare and contrast using main ideas and supporting details to organize and communicate information about the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.
8.02 Identify and explain ways in which the concepts and skills of other content areas outside of the arts are related to those of music.	8.02 Identify and explain ways in which the concepts and skills of other content areas outside of the arts are interrelated with those of music.	8.02 Analyze ways in which the concepts and skills of other content areas outside the arts are interrelated with those of music.	8.02 Generalize ways in which the concepts and skills of other content areas outside the arts are related to those of music.
8.03 Use knowledge of mathematical relationships to create original compositions.	8.03 Use knowledge of mathematical relationships to create original compositions.	8.03 Synthesize and apply information from other content areas to facilitate musical understanding.	8.03 Synthesize and apply information from other content areas to facilitate musical understanding.
8.04 Identify the roles of creators, performers, and others involved in the production and presentation of the arts.	8.04 Synthesize and apply information from other content areas to facilitate musical understanding.	8.04 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.	8.04 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.
8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.	8.05 Discuss the roles of creators, performers, and others involved in the production and presentation of the arts.	8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.	8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.
	8.06 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.		

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Instrumental Music I	Instrumental Music II	Instrumental Music III	Instrumental Music IV
8.01 Identify the uses of characteristic elements, artistic processes, and organizational principles among the arts areas (dance, music, theatre arts, and visual arts) in different historical periods and cultures.	8.01 Apply standard rules of written English to explain the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.	8.01 Apply rules of standard English to compare and contrast the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.	8.01 Compare and contrast using main ideas and supporting details to organize and communicate information about the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.
8.02 Identify and explain ways in which the concepts and skills of other content areas outside of the arts are interrelated with those of music.	8.02 Identify and explain ways in which the concepts and skills of other content areas outside of the arts are interrelated with those of music.	8.02 Analyze ways in which the concepts and skills of other content areas outside the arts are interrelated with those of music.	8.02 Generalize ways in which the concepts and skills of other content areas outside the arts are interrelated with those of music.
8.03 Use knowledge of mathematical relationships to create original compositions.	8.03 Use knowledge of mathematical relationships to create original compositions.	8.03 Synthesize and apply information from other content areas to facilitate musical understanding.	8.03 Synthesize and apply information from other content areas to facilitate musical understanding.
8.04 Identify the roles of creators, performers, and others involved in the production and presentation of the arts.	8.04 Synthesize and apply information from other content areas to facilitate musical understanding.	8.04 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.	8.04 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.
8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.	8.05 Discuss the roles of creators, performers, and others involved in the production and presentation of the arts.	8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.	8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.
	8.06 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.		

General Music/All Other Electives
8.01 Apply rules of standard written English to explain the uses of characteristic elements, artistic processes, and organizational principles among the arts areas (dance, music, theatre arts, and visual arts) in different historical periods and cultures.
8.02 Identify and explain ways in which the concepts and skills of other content areas outside the arts are related to those of music.
8.03 Discuss the roles of creators, performers, and others involved in the production and presentation of the arts.
8.04 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

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Scope and Sequence: Music K-12

Goal 9: The learner will understand music in relation to history and culture. (National Standard 9)

Kindergarten	1st Grade	2nd Grade
9.01 Identify aural examples of music from various historical periods and cultures.	9.01 Identify aural examples of music from various historical periods and cultures.	9.01 Identify the style of aural musical examples from various historical periods and cultures.
9.02 Identify various uses of music.	9.02 Identify various uses of music.	9.02 Describe in simple terms how elements of music are used in music examples from various cultures in the world.
9.03 Identify roles of musicians.	9.03 Identify roles of musicians.	9.03 Identify various uses of music, and describe characteristics that make certain music suitable for each use.
9.04 Show respect for music from various cultures and historical periods.	9.04 Show respect for music from various cultures and historical periods.	9.04 Identify and describe roles of musicians in various musical settings and cultures.
		9.05 Show respect for music from various cultures and historical periods.

3rd Grade	4th Grade	5th Grade
9.01 Identify the style of aural music examples from various historical periods and cultures.	9.01 Identify the style or genre of aural music examples from various historical periods and cultures.	9.01 Identify the style of aural musical examples from various historical periods and cultures.
9.02 Describe in simple terms how elements of music are used in music examples from various cultures in the world, past and present.	9.02 Describe in simple terms how elements of music are used in music examples from various cultures in the world, past and present.	9.02 Describe in simple terms how elements of music are used in music examples from various cultures in the world.
9.03 Identify various uses of music and describe characteristics that make certain music suitable for each use.	9.03 Identify various uses of music, and describe characteristics that make certain music suitable for each use.	9.03 Identify various uses of music, and describe characteristics that make certain music suitable for each use.
9.04 Identify and describe roles of musicians in various music settings and cultures.	9.04 Identify and describe roles of musicians in various music settings and cultures.	9.04 Identify and describe roles of musicians in various musical settings and cultures.
9.05 Show respect for music from various cultures and historical periods.	9.05 Show respect for music from various cultures and historical periods.	9.05 Show respect for music from various cultures and historical periods.

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6th Grade	7th Grade	8th Grade
9.01 Identify the distinguishing characteristics of representative music genres and styles from a variety of cultures.	9.01 Discuss the distinguishing characteristics of representative music genres and styles from a variety of cultures.	9.01 Describe and explain the distinguishing characteristics of representative music genres and styles from a variety of cultures.
9.02 Describe how elements of music are used in various exemplary musical compositions.	9.02 Identify various exemplary musical compositions and discuss characteristics that cause each work to be considered exemplary.	9.02 Classify various exemplary musical compositions and discuss the characteristics that cause each work to be considered exemplary.
9.03 Compare across several cultures of the world and in history, the functions of music, roles of musicians, and conditions under which music is typically performed.	9.03 Compare across several cultures of the world and in history functions of music, roles of musicians, and conditions under which music is typically performed.	9.03 Compare in several cultures of the world and in history the functions music serves, roles of musicians, and conditions under which music is typically performed.
9.04 Show respect for music from various cultures and historical periods.	9.04 Show respect for music from various cultures and historical periods.	9.04 Show respect for music from various cultures and historical periods.

Vocal Music I	Vocal Music II	Vocal Music III	Vocal Music IV
9.01 Identify representative examples of music using distinguishing characteristics to identify genre, style, culture, and/or historical periods.	9.01 Classify representative examples of music using distinguishing characteristics to identify genre, style, culture, and/or historical periods.	9.01 Classify unfamiliar and familiar representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications.	9.01 Classify unfamiliar yet representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications.
9.02 Examine situations to determine conflict and resolution in relation to music in history and cultures.	9.02 Recognize and identify ways that music reflects history.	9.02 Recognize and identify ways that music reflects history.	9.02 Explain how music has evolved over time.
9.03 Examine the role of music/musicians in at least two different cultures and/or time periods.	9.03 Evaluate the role of music by identifying and applying criteria to draw conclusions or make predictions about the past, present, and future roles of music in history and culture.	9.03 Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.	9.03 Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about social outcomes.
9.04 Show respect for music from various cultures and time periods.	9.04 Show respect music from various cultures and time periods.	9.04 Show respect for music from various cultures and time periods.	9.04 Show respect for music from various cultures and time periods.

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Instrumental Music I	Instrumental Music II	Instrumental Music III	Instrumental Music IV
9.01 Identify representative examples of music using distinguishing characteristics to identify genre, style, culture, and/or historical periods.	9.01 Classify representative examples of music using distinguishing characteristics to identify genre, style, culture, and/or historical periods.	9.01 Classify unfamiliar and familiar representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications.	9.01 Classify unfamiliar yet representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications.
9.02 Examine situations to determine conflict and resolution in relation to music in history and cultures.	9.02 Recognize and identify ways that music reflects history.	9.02 Recognize and identify ways that music reflects history.	9.02 Explain how music has evolved over time.
9.03 Examine the role of music/musicians in at least two different cultures and/or time periods.	9.03 Evaluate the role of music by identifying and applying criteria to draw conclusions or make predictions about the past, present, and future roles of music in history and culture.	9.03 Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.	9.03 Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.
9.04 Show respect for music from various cultures and time periods.	9.04 Show respect for music from various cultures and time periods.	9.04 Show respect for music from various cultures and time periods	9.04 Show respect for music from various cultures and time periods.

General Music/All Other Electives
9.01 Identify representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods.
9.02 Examine situations to determine conflict and resolution in relation to music in history and cultures.
9.03 Recognize and identify ways that music reflects history.
9.04 Examine the role of music/musicians in at least two different cultures and/or time periods.
9.05 Show respect for music from various cultures and time periods.

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Arts Education
Standard Course of Study and
Grade Level Competencies, K-12
2000

SCOPE AND SEQUENCE

For

THEATRE ARTS

Scope and Sequence: Theatre K-12

Goal 1: The learner will write based on personal experience and heritage, imagination, literature, and history.
(National Standard 1)

Kindergarten	1st Grade	2nd Grade
1.01 Restate setting, characters, and story events through pictorial, visual and physical aides.	1.01 Restate setting, characters, and main idea through pictorial, visual and physical aides.	1.01 Participate in teacher-guided playwriting of simple dramas.
1.02 Retell stories through guided dramatic play from text read aloud.	1.02 Retell stories through guided dramatic play from a read-aloud text.	1.02 Build reading comprehension by using verbal and nonverbal communication.
1.03 Recall the character/family relationships in stories, plays, puppet shows, etc.	1.03 Recall stories about individual experiences.	1.03 Recognize setting, characters, sequence of events and main idea through pictorial, visual and physical aides.
1.04 Repeat sequence of events through verbal and nonverbal communication.	1.04 Utilize sequence of events through verbal and nonverbal communication in a simple drama.	1.04 Dramatize, through guided dramatic expression, stories from a read-aloud text, poem, fairytale or other form of literature.
1.05 Recognize patterns in stories.	1.05 Demonstrate the patterns in stories.	1.05 Recall and enact stories about community experiences.
		1.06 Identify how characters attempt to solve problems and resolve conflicts.
		1.07 Compare and contrast the moral of the story in various fables and fairytales.

3rd Grade	4th Grade	5th Grade
1.01 Participate in teacher-guided playwriting using simple characters, setting, conflict and resolution.	1.01 Participate in small group playwriting.	1.01 Participate in partner and small group playwriting.
1.02 Recognize the beginning, middle and end of a story.	1.02 Create and enact short stories, poetry or personal experiences about North Carolina.	1.02 Create and enact short stories, poetry or personal experiences.
1.03 Infer lessons from multicultural stories, fairytales, tall tales, fables, legends and myths.	1.03 Describe lessons related through multicultural literature.	1.03 Describe lessons related through multicultural literature.
1.04 Develop and utilize basic creative drama vocabulary.	1.04 Expand upon and use creative drama vocabulary.	1.04 Expand upon and use creative drama vocabulary.
1.05 Identify basic elements of a script such as title, characters, setting and blocking.	1.05 Utilize playwriting skills to indicate the sequence of events.	1.05 Utilize playwriting skills to indicate the sequence of events.

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1.06 Refine reading comprehension by using verbal and non-verbal communication.	1.06 Create dialogue in which characters attempt to resolve conflicts.	1.06 Create dialogue in which characters attempt to resolve conflicts.
1.07 Discuss how characters attempt to resolve conflicts.	1.07 Apply playwriting skills by writing monologues, dialogues and short scenes.	1.07 Apply playwriting skills by writing monologues, dialogues and short scenes.

6th Grade	7th Grade	8th Grade
1.01 Recognize and explain unique characteristics of the dramatic script such as dramatic structure and dialogue.	1.01 Explain and demonstrate the uses of unique characteristics of the dramatic script such as dramatic structure and dialogue.	1.01 Apply the unique characteristics of the dramatic script such as dramatic structure and dialogue when writing for the theatre.
1.02 Create monologues, dialogues and short plays in response to interdisciplinary prompts, ideas, pictures and other stimuli.	1.02 Write dramatic material inspired by interdisciplinary prompts, ideas, pictures and other stimuli.	1.02 Create written dramatic material based on original or established interdisciplinary prompts, personal experiences and historical events.
1.03 Practice playwriting techniques.	1.03 Write and critique original scenes and one act plays.	1.03 Write, critique, and informally produce original scenes and one act plays.
1.04 Produce written, verbal and visual responses to written and/or performed dramatic material.	1.04 Read and appraise dramatic material.	1.04 Read and analyze scenes and plays.
1.05 Identify themes and plots from multicultural literature.	1.05 Write dramatic material inspired by personal and historical events.	1.05 Write detailed character analyses or biographies.
1.06 Adapt stories, myths and fairy tales into dramatic literature.		

Theatre Arts I	Theatre Arts II	Theatre Arts III	Theatre Arts IV
1.01 Read, understand and relate the basic content of a play.	1.01 Read independently, analyze and understand two plays by different playwrights in different periods.	1.01 Read independently and analyze three plays by different playwrights from different periods.	1.01 Read independently and analyze four plays by different playwrights in different periods.
1.02 Understand and describe the form and structure of plays.	1.02 Understand and relate the form and structure of dramatic genre.	1.02 Examine and use playwriting techniques used to develop characters, plot, and theme through asides, soliloquies, allegory, symbol, mood and metaphor.	1.02 Write a scene with three or more characters or a one-act play.
1.03 Compare and contrast play structure in relation to other forms of literature.	1.03 Evaluate plots and themes.	1.03 Understand and use the functions of characters in plays such as foil, protagonist, antagonist, incidental and agent of fate.	1.03 Research two or more playwrights or styles.

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1.04 Understand and convey the function of a playwright.	1.04 Understand and diagram plot structure including exposition, rising action, complication, climax, falling action and denouement.	1.04 Learn and relate how the central dramatic question shapes a play.	1.04 Write a scene in the style of a specific genre or time period.
1.05 Write a monologue.	1.05 Learn and convey the concept of the central dramatic question.	1.05 Write a three-person scene or an ensemble piece alone, with a writing partner, or develop with an ensemble.	1.05 Write a scene in the style of a specific genre or time period.
	1.06 Compare and explore relationships among characters.	1.06 Research playwrights' lives and/or work.	1.06 Analyze the effect of personal cultural experiences on self-created theatrical works.
	1.07 Analyze plays for physical, social, and psychological dimensions.		
	1.08 Distinguish connotative (subtext) and denotative meaning of language in a dramatic text.		
	1.09 Understand, discuss and/or write about the evolution of play structure from early Greek to contemporary drama.		
	1.10 Write a two-person scene.		
	1.11 Develop and record information, impressions and ideas in preparation for designing in technical theatre.		

Theatre Arts- All Other High School Electives

1.01 Understand, discuss and/or write about the form and structure of scripts.

1.02 Understand, discuss and/or write about the basic content of plays.

1.03 Understand, discuss and/or write about the function of a playwright.

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Scope and Sequence: Theatre K-12

Goal 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Kindergarten	1st Grade	2nd Grade
2.01 Enact a variety of roles based on individual experiences.	2.01 Assume a variety of roles, cast by the teacher, that reflect upon community experiences.	2.01 Identify characters and cast roles from a variety of texts that include themes of citizenship and responsibility.
2.02 Express various characters, ideas, and emotions through gestures, movement and voice.	2.02 Demonstrate various characters, ideas and emotions through gestures, movement and voice.	2.02 Utilize vocal expression to explore thoughts and feelings of real and non-real characters.
2.03 Role play a variety of real and non-real characters through guided dramatic play.	2.03 Assume the role of a variety of real and non-real characters.	2.03 Participate in dramatic activities that deal with problems and emotions.
2.04 Make spontaneous decisions in the dramatic process to support character choices.	2.04 Utilize improvisation skills to make verbal and nonverbal character choices in the dramatic process.	2.04 Create characters and events to utilize in the dramatic process.
2.05 Imitate teacher-guided improvisation.	2.05 Experiment with vocal expression and character traits to portray real and non-real characters.	2.05 Dramatize stories through guided dramatic expression from a story.
	2.06 Enact the sequence of events.	2.06 Demonstrate ideas and emotions using gestures, blocking and movement.
		2.07 Utilize improvisational skills to make character choices in the dramatic process

3rd Grade	4th Grade	5th Grade
2.01 Identify characters and cast roles from a variety of texts that include themes of citizenship and responsibility.	2.01 Develop skills to identify characters and cast roles from a variety of texts that reflect upon heritage, culture and history.	2.01 Identify characters and cast roles from a variety of scripts.
2.02 Utilize vocal expression to explore thoughts and feelings of real and non-real characters.	2.02 Utilize vocal expression to explore thoughts and feelings of real and non-real characters.	2.02 Use vocal expression to demonstrate the thoughts and feelings of real and non-real characters.
2.03 Participate in dramatic activities that deal with problems and emotions.	2.03 Participate in dramatic activities that deal with conflict and emotions.	2.03 Participate in dramatic activities that deal with conflict and emotions.
2.04 Create characters and events to utilize in the dramatic process.	2.04 Create characters and events to use in the dramatic process.	2.04 Create characters and events to use in the dramatic process.

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2.05 Dramatize stories through guided dramatic expression from a story.	2.05 Create dramatizations based on texts.	2.05 Utilize improvisational skills to create a scene based on a script.
2.06 Demonstrate ideas and emotions using gestures, blocking and movement.	2.06 Demonstrate ideas and emotions through gestures and movement.	2.06 Utilize gestures, blocking and movement to display ideas and emotions.
2.07 Utilize improvisational skills to make character choices in the dramatic process.	2.07 Assume the role of a variety of real and non-real characters.	2.07 Assume the role of a variety of real and non-real characters.
	2.08 Refine improvisational skills through dramatic exercises.	2.08 Refine improvisational skills through dramatic exercises.
	2.09 Define the significance of the beginning, middle and end of a story or play.	2.09 Define the significance of the beginning, middle and end of a story or play.

6th Grade	7th Grade	8th Grade
2.01 Practice role-playing and characterization skills.	2.01 Identify and practice techniques for physical and vocal conditioning.	2.01 Practice and demonstrate techniques for physical and vocal conditioning.
2.02 Utilize role-playing skills in the total learning process.	2.02 Employ physical and vocal skills to create believable characters.	2.02 Utilize physical and vocal skills to create believable characters.
2.03 Research and observe to create characters in formal and/or informal presentations.	2.03 Utilize acting skills to study human behavior and conflict resolution.	2.03 Utilize acting skills to study human behavior and conflict resolution.
2.04 Utilize basic acting vocabulary such as motivation, objective and blocking.	2.04 Implement research, observation, and acting skills to create characters in formal and informal presentations.	2.04 Synthesize research, observation, given circumstances and acting skills to create characters in formal and informal presentations.
2.05 Utilize physical movement and vocalization to create characters.	2.05 Use acting vocabulary such as motivation, objective and blocking.	2.05 Expand and utilize acting vocabulary such as motivation, objective and blocking.
2.06 Adapt stories, myths and fairy tales into improvised scenes.	2.06 Recognize and discuss different acting methods and theories.	2.06 Compare and utilize different acting methods and theories.
2.07 Practice pantomime skills.	2.07 Simulate the audition process to practice audition skills.	2.07 Participate in auditions.

Theatre Arts I	Theatre Arts II	Theatre Arts III	Theatre Arts IV
(Self) 2.01 Develop and manifest an awareness of the self as a thinking, creative, performing whole.	(Self) 2.01 Identify ways to improve relationships as a person and as a performer.	(Self) 2.01 Expand self and knowledge of theatre through creation of new works.	(Self) 2.01 Examine and practice the elements of theatre independently.

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2.02 Understand and demonstrate the inherent individual's ability to intuit and create.

2.03 Recognize the use of divergent thinking in the creative process.

2.04 Employ creative action and thinking skills.

2.05 Expand and exhibit the use of problem solving skills.

2.06 Show evidence of broadening one's self-perception and abilities through creating and performing.

2.07 Develop a perception of self through observations of self and others.

2.08 Examine and manage one's own emotions as a person and performer.

(Body and Voice)
2.09 Show evidence of developing the mind, body and voice as the creative, performing instrument.

2.10 Understand and participate in vocal warm-ups to develop articulation and breath control.

2.11 Understand and participate in physical warm-ups to develop focus and creativity.

2.12 Recognize and relate the importance of nonverbal communication.

(Body and Voice)
2.02 Understand and diagram the physiology of the body and vocal production.

2.03 Discern and demonstrate the relationship between the body and voice.

2.04 Utilize information learned as to how the vocal mechanism is used to project the voice and articulate speech.

2.05 Participate in a physical and vocal warm-up.

(Body and Voice)
2.02 Physicalize characters visually and kinesthetically.

2.03 Evaluate strengths and weaknesses of one's own and others' voices.

2.02 Demonstrate responsibility and motivation for independent work.

2.03 Recognize one's own individual strengths and remaining challenges.

(Body and Voice)
2.04 Explore and use dialects.

2.05 Study and use stage combat techniques.

2.06 Analyze and report on the differing approaches of master teachers in vocal production.

2.07 Research and examine the work of master teachers who specialize in body work/movement.

2.13 Explore and demonstrate nonverbal communication through pantomime.			
(Improvisation) 2.14 Use improvisation to expand listening, response, and evaluation skills as a spontaneous creative participant.	(Improvisation) 2.06 Use improvisation to retain spontaneity and ensemble.	(Improvisation) 2.04 Continue improvisation for spontaneity and ensemble.	(Improvisation) 2.08 Continue to use improvisation for spontaneity and ensemble.
2.15 Use improvisation to explore character and story-line development.	2.07 Demonstrate and expand dramatic concepts through improvisations.		2.09 Demonstrate improvisational skills in a formal setting.
2.16 Use improvisation formats as presentations.	2.08 Use improvisation as an approach to scripted material.		
(Acting) 2.17 Explore storytelling as a beginning performance experience.	(Acting) 2.09 Analyze text for character clues and objectives.	(Acting) 2.05 Strive for and encourage ensemble in rehearsal and performance.	(Acting) 2.10 Develop original work and present as a one-act play.
2.18 Understand, discuss and/or write about the audition process.	2.10 Demonstrate an understanding of the audition process.	2.06 Understand and participate in ensembles.	2.11 Participate in student directed works.
2.19 Memorize and present a monologue in an informal setting.	2.11 After reading a play, memorize and perform a monologue from that play in an informal setting.	2.07 Develop, memorize and present scene work as an individual and as an ensemble.	
2.20 Rehearse following a rehearsal schedule.	2.12 Create and follow a rehearsal schedule.	2.08 Research, explore and create masks for neutral and character work.	
2.21 Identify character traits and given circumstances from a play.		2.09 Learn and utilize actor techniques such as script scoring.	
		2.10 Explore and demonstrate non-western theatre practices.	
		2.11 Prepare two contrasting monologues to demonstrate range of abilities.	

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(Reading and Writing) 2.22 Define and use a vocabulary appropriate for Theatre Arts I.	(Reading and Writing) 2.13 Use theatre vocabulary appropriate to Theatre Arts II.	(Reading and Writing) 2.12 Continue to evaluate strengths and weaknesses of self and others verbally and through writing entries in a journal.	(Reading and Writing) 2.12 Study and use two or more acting methods by master teachers.
2.23 Write observations and reflections in a journal.	2.14 Analyze self and others verbally and through keeping entries in a journal.		2.13 Research an actor's life and/or body of work from theatre history or modern stage.

Theatre Arts- All Other High School Electives

2.01 Develop and demonstrate an awareness of the self as a thinking, creative, performing whole.

2.02 Develop and understand the body and the use of movement in the dramatic process.

2.03 Understand and develop the vocal instrument and its use in the dramatic process.

2.04 Understand and participate in ensembles.

2.05 Explore and expand dramatic concepts through improvisations.

2.06 Explore and expand methods of characterization.

2.07 Understand and participate in the acting of a performance.

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Scope and Sequence: Theatre K-12

Goal 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Kindergarten	1st Grade	2nd Grade
3.01 Identify the setting for the story.	3.01 Represent physically the setting for a story.	3.01 Participate in making artistic choices for the scenery in a presentation.
3.02 Adapt a space for playing out a story.	3.02 Arrange a space and materials for playing out a story.	3.02 Transform a space and materials for acting out simple dramas.
3.03 Distinguish between playing space and audience space.	3.03 Adjust character movement to include audience focus.	3.03 Adjust character movement to include audience focus.
3.04 Understand acceptable audience behaviors and responses.	3.04 Display acceptable audience behaviors and responses.	3.04 Acquire basic skills to react and interact with characters on stage.
3.05 Recognize the role of simple props, scenery and costumes in the dramatic process.	3.05 Utilize simple props, scenery and costumes in the dramatic process.	3.05 Transform objects into simple props, scenery and costumes to support the dramatic process.
3.06 Imagine a variety of real and non-real environments.	3.06 Imagine a variety of simple real and non-real environments.	3.06 Experiment with the concept and role of technical theatre elements such as sound, props, costumes, scenery, fundamental stage managing and directing.

3rd Grade	4th Grade	5th Grade
3.01 Participate in making artistic choices for the scenery in a presentation.	3.01 Participate in making artistic choices in a small group.	3.01 Participate in making artistic choices in a small group.
3.02 Employ the basic concepts of time, space and action in the dramatic process.	3.02 Employ the basic concepts of time, space, and action in the dramatic process.	3.02 Employ the basic concepts of time, space, and action in the dramatic process.
3.03 Collaborate to create simple scenery and costumes for acting out dramas.	3.03 Collaborate to create simple scenery and costumes for acting out dramas.	3.03 Collaborate to create simple scenery and costumes for acting out dramas.
3.04 Adjust blocking to include audience focus.	3.04 Identify the ways in which blocking non-verbally conveys character, mood and actions to the audience.	3.04 Use blocking to non-verbally convey character, mood and actions to the audience.
3.05 Expand basic skills to react and interact with characters on stage.	3.05 Respond to and build upon ideas of others on stage.	3.05 Respond to and build upon ideas of others on stage.

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3.06 Examine the concept and role of sound, props, costumes, scenery, stage management and directing.	3.06 Integrate the technical theatre elements of sound, props, costumes, scenery, stage management and directing.	3.06 Integrate the technical theatre elements of sound, props, costumes, scenery, stage management and directing. 3.07 Identify the technical theatre roles in a production.

6th Grade	7th Grade	8th Grade
3.01 Discuss the role of the designer and technical elements in the theatre process.	3.01 Examine and demonstrate the role of the designer and technical elements in the theatre process.	3.01 Understand and practice the role of the designer and technical elements in the theatre process.
3.02 Plan and create a simple set for formal or informal dramatic presentations.	3.02 Utilize basic design concepts to create a set for formal or informal dramatic presentations.	3.02 Design and build a set for formal or informal dramatic presentations.
3.03 Work collaboratively to use available design resources for props, costumes, lights and set.	3.03 Work collaboratively to use available resources for props, costumes, lighting and set.	3.03 Work collaboratively to use available resources for props, costumes, lighting and settings.
3.04 Employ technical theatre vocabulary such as using the appropriate names for areas of the stage.	3.04 Use technical theatre vocabulary such as flat and ground plan.	3.04 Expand and implement technical theatre vocabulary.
3.05 Recognize the roles and responsibilities of the production staff.	3.05 Practice the roles and responsibilities of the production staff.	3.05 Assume the roles and responsibilities of the production staff.
3.06 Use blocking to non-verbally convey character, mood and action to an audience.	3.06 Create an atmosphere for an audience in formal and informal presentations.	3.06 Compare and contrast different theatre spaces (i.e. thrust, arena, proscenium, and flexible) and their different requirements for technical elements.
3.07 Discuss the importance of creating an atmosphere for an audience.	3.07 Notate blocking in a script.	3.07 Create a prompt book. 3.08 Create an atmosphere for audiences is formal and informal presentations.

Theatre Arts I	Theatre Arts II	Theatre Arts III	Theatre Arts IV
3.01 Demonstrate an understanding of and assume different roles on technical crews.	3.01 Understand, discuss and/or write about the components of technical theatre: scenery, costume, makeup, lighting, sound and props.	3.01 Take an active role in the technical aspects of formal and informal productions.	3.01 Take a leadership role in the technical aspects of formal or informal productions.
3.02 Understand and utilize production scheduling and organization.	3.02 Know and employ appropriate safety precautions in accordance with established	3.02 Learn and use appropriate criteria for assessing technical design and practice.	3.02 Refine and express knowledge of assessing technical design.

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	regulations for all technical theatre areas and equipment.		
3.03 Recognize types of stages and the basics of theatre architecture.	3.03 Learn and use the tools of theatre construction such as power tools, a sewing machine, lighting and sound equipment and other related items.	3.03 Write critiques of the technical aspects of a formal or informal production.	3.03 Write critiques of one's own work.
3.04 Relate the uses of technical theatre spaces for rehearsal, construction, performance, and storage.		3.04 Demonstrate, discuss and/or write about the components of technical theatre: scenery, costumes, makeup, lighting, sound and props.	3.04 Apply knowledge of the components of technical theatre to include scenery, costumes, makeup, lighting, sound, and props.
3.05 Understand and discuss the components of technical theatre: scenery, costume, makeup, lighting, sound, and props.		3.05 Further develop and practice appropriate safety precautions in accordance with established regulations for all technical areas and equipment.	3.05 Examine and discuss the technical areas of special effects and technological advances.
3.06 Recognize and identify the terms used in the technical theatre process.		3.06 Expand knowledge of and demonstrate the use of tools employed in theatre construction to include power tools, a sewing machine, lighting and sound equipment, and related items.	

Theatre Arts- All Other High School Electives

3.01 Understand and demonstrate a working knowledge of how the various areas of technical theatre operate and support performances in K-12 educational theatre.

3.02 Understand and demonstrate a working knowledge of the scene design process.

3.03 Construct, acquire, and operate scenery using available resources.

3.04 Design, install, acquire, and operate lighting using available resources.

3.05 Design, construct, acquire, and implement costumes using available resources.

3.06 Design, acquire, apply, and/or implement makeup using available resources.

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Scope and Sequence: Theatre K-12

Goal 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Kindergarten	1st Grade	2nd Grade
4.01 Repeat dialogue for retelling a story through guided practice.	4.01 Create dialogue for retelling a story in one's own words.	4.01 Repeat or paraphrase dialogue from a story to create a drama.
4.02 Imitate the sounds and movements of objects, animals and people.	4.02 Adapt sounds and movements to objects, animals, and people within a personal space.	4.02 Apply sound and movement to display character traits of objects, animals and people within community experiences.
4.03 Listen and respond to directions and side coaching in dramatic activities.	4.03 Listen and respond to directions and side-coaching in dramatic activities.	4.03 Cooperate with peers in small group decision-making about artistic choices.
4.04 Participate in group decision-making about artistic choices.	4.04 Cooperate with peers and teacher in group decision-making about artistic choices.	4.04 Understand responsible audience behaviors and responses in dramatic activities.
	4.05 Define a personal space for use in dramatic activities.	4.05 Recognize the importance of listening to one another within the drama.
	4.06 Share playing space with other performers.	4.06 Point out similarities and differences between simple monologues and dialogue within a story or drama.
		4.07 Understand the role of the narrator in the dramatic process.

3rd Grade	4th Grade	5th Grade
4.01 Paraphrase dialogue from a story to show different interpretations for use in the dramatic process.	4.01 Adapt dialogue from a story to show different interpretations.	4.01 Recite or adapt dialogue from a script to show different interpretations.
4.02 Demonstrate responsible behaviors such as sharing, flexibility and teamwork during dramatic activities.	4.02 Demonstrate responsible behavior such as sharing, flexibility, negotiating and teamwork.	4.02 Demonstrate responsible behavior such as sharing, flexibility, leadership, negotiating and teamwork.
4.03 Make decisions and accept simple responsibilities in the dramatic process.	4.03 Make decisions and accept responsibilities in the dramatic process.	4.03 Make decisions and accept responsibilities in the dramatic process.
4.04 Apply sound and movement to display character traits of objects, animals and people.	4.04 Apply sound and movement to display character, mood and actions.	4.04 Apply sound and movement to display character, mood and actions.
4.05 Compromise with peers in small group decision making about artistic choices.	4.05 Compromise with peers in small group decision making about artistic choices.	4.05 Compromise with peers in small group decision making about artistic choices.

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4.06 Listen and react to one another within the drama.	4.06 Enact monologues, dialogue and asides within a story or drama.	4.06 Enact monologues, dialogue and asides within a story or drama.
4.07 Relate the similarities and differences between monologues, dialogue and asides within a story or drama.	4.07 Use the role of narrator to guide, prompt and assist actors.	4.07 Use the role of narrator to guide, prompt and assist actors.
4.08 Utilize the role of the narrator in the dramatic process.	4.08 Identify characters' thought processes during dramatic scenes.	4.08 Understand characters' thought processes during dramatic scenes.
4.09 Relate what characters think and feel during a dramatic scene.	4.09 Recognize ways to display characters' thought processes.	4.09 Recognize ways to display characters' thought processes.
4.10 Experiment with character dialogue in the rehearsal process.	4.10 Use rehearsal time effectively to brainstorm, experiment, plan and rehearse.	4.10 Use rehearsal time effectively to brainstorm, experiment, plan and rehearse.
4.11 Observe and relate how the diversity of students within a group contributes to interesting artistic choices.	4.11 Recognize diversity within a group contributes to interesting artistic choices.	4.11 Recognize diversity within a group contributes to artistic growth.

6th Grade	7th Grade	8th Grade
4.01 Examine and discuss introductory levels of the directing process: research, plan and collaborate, audition, cast, block and direct.	4.01 Practice the directing process: research, plan and collaborate, audition, cast, block and direct.	4.01 Understand and practice the directing process: research, plan and collaborate, audition, cast, block and direct.
4.02 Demonstrate, as appropriate, the designated responsibilities of the director.	4.02 Accomplish, as appropriate, designated responsibilities of the director.	4.02 Implement the responsibilities of the director.
4.03 Use rehearsal time effectively to brainstorm, experiment, plan and rehearse.	4.03 Collaborate with others to make choices for formal and informal productions.	4.03 Collaborate with others to make choices to be applied to formal and informal productions.
4.04 Identify characters' internal monologue during scenes.	4.04 Use rehearsal time effectively to brainstorm, experiment, plan and rehearsal.	4.04 Use rehearsal time effectively to brainstorm, experiment, plan and rehearse.
4.05 Demonstrate responsible behavior such as sharing, compromising and negotiating within diverse groups.	4.05 Communicate characters' internal monologues through vocalization and physical movement.	4.05 Communicate characters' internal monologue through vocalization and physical movement.

Theatre Arts I	Theatre Arts II	Theatre Arts III	Theatre Arts IV
4.01 Identify and describe the several types of rehearsals.	4.01 Read, discuss and/or write about plays to gain an understanding of the role of the director in the production.	4.01 Analyze a play as a director.	4.01 Direct a one-act play.

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4.02 Recognize and explain what is in a prompt book.	4.02 Understand, discuss and/or write about the process of rehearsal and production.	4.02 Demonstrate the principals of blocking and composing stage pictures in informal productions.	4.02 Write a reflection of the one-act directing experience.
4.03 Understand and use the vocabulary of directing.	4.03 Differentiate between the roles of the director and assistant director.	4.03 Take an active role in rehearsal and production.	4.03 Study and report on two or more directing styles by master directors.
4.04 Demonstrate a knowledge of and uses for a production organization chart.	4.04 Devise an organizational chart to demonstrate the structure and flow necessary to the development and presentation of a theatrical production.	4.04 Observe and document the process of a specific director.	
		4.05 Prepare research for a director.	
		4.06 Direct a two-person scene.	

Theatre Arts- All Other High School Electives

4.01 Understand, discuss and/or write about the role of directing in the theatre process.

4.02 Understand, discuss and/or write about the essential components of theatre direction.

4.03 Direct informal or formal productions in the classroom or a theatrical setting.

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Scope and Sequence: Theatre K-12

Goal 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Kindergarten	1st Grade	2nd Grade
5.01 Manipulate simple props and costumes to support the character or story.	5.01 Utilize simple props and costumes to support a character or story.	5.01 Hypothesize the need for simple props and costumes to support the character or story.
5.02 Choose or imitate movement to support the playing of the character.	5.02 Choose or imitate movement to support the playing of a character.	5.02 Choose movement to support the playing of a character.
5.03 Choose or imitate vocal levels and ranges to support the playing of a character.	5.03 Choose or imitate vocal levels and ranges to support the playing of a character.	5.03 Choose vocal expression to support the playing of the character.
5.04 Notice character traits in visual aides such as storybook pictures.	5.04 Point out character traits in visual aides such as storybook pictures.	5.04 Utilize information about character traits derived from visual or auditory aides.
5.05 Identify character traits using verbal and nonverbal expression.	5.05 Identify character traits displayed through verbal or nonverbal expression.	5.05 Express character dialogue in story narration.
5.06 Discuss the five senses as they relate to objects, animals, and people.	5.06 Implement ideas to use as a basis for dramatic activities.	5.06 Reference story to determine technical needs for dramatic presentation.
	5.07 Distinguish character dialogue in story narration.	5.07 Make predictions about characters, setting and events based on story content.
	5.08 Identify the five senses as they relate to objects, animals, and people.	5.08 Discuss how personal experience can be used as the basis for character choices.

3rd Grade	4th Grade	5th Grade
5.01 Express through characterization the meaning inferred from text.	5.01 Express through characterization meaning inferred from a text.	5.01 Express through characterization meaning inferred from a text.
5.02 Justify the need for simple props and costumes to support the character or story.	5.02 Articulate how artistic choices support the portrayal of the character.	5.02 Articulate how artistic choices support the portrayal of the character.
5.03 Choose vocal expression and movement to support the playing of a character.	5.03 Adapt and use information about character traits derived from a text.	5.03 Adapt and use information about character traits derived from a text.
5.04 Utilize information about character traits derived from text.	5.04 Organize parts of a story to be used as dialogue or narration.	5.04 Organize parts of a story to be used as dialogue or narration.
5.05 Tell stories using narration.	5.05 Reference stories to determine and justify technical needs to support the character or story.	5.05 Reference stories to determine and justify technical needs to support the character or story.

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5.06 Identify parts of a story that can be utilized as dialogue or narration.	5.06 Investigate text to determine Who, What, When, Where, Why and How.	5.06 Investigate text to determine Who, What, When, Where, Why and How.
5.07 Reference stories to determine the technical needs for dramatic presentation.	5.07 Reference forms of literature other than scripts to support dramatic presentations.	5.07 Reference various forms of literature other than scripts to support dramatic presentations.
5.08 Investigate text to determine Who, What, When, Where, Why and How.	5.08 Use emotional recall as the basis for character choices.	5.08 Use emotional recall as the basis for character choices.
5.09 Make predictions about characters, setting and events based on story content.		
5.10 Utilize personal experience as the basis for character choices.		

6th Grade	7th Grade	8th Grade
5.01 Execute a variety of different research methods and technology to support production.	5.01 Investigate and practice different research methods and technology to support production.	5.01 Make artistic choices to shape the portrayal of characters.
5.02 Discuss the legal and ethical issues regarding the use of other's ideas.	5.02 Demonstrate knowledge of the legal and ethical issues regarding the use of other's ideas.	5.02 Demonstrate a knowledge of and the ability to discuss the implications of the legal and ethical issues regarding the use of other's ideas.
5.03 Reference a script to determine and justify technical needs for a dramatic presentation.	5.03 Reference a script to implement technical requirements.	5.03 Reference a script to design and implement technical theatre requirements.
5.04 Infer meaning from a script to create characters.	5.04 Infer meaning from a script to create characters.	5.04 Analyze given circumstances in a script to create character.
5.05 Articulate how artistic choices support the portrayal of characters.	5.05 Make artistic choices to shape the portrayal of characters.	5.05 Analyze given circumstances in a script to make artistic choices.

Theatre Arts I	Theatre Arts II	Theatre Arts III	Theatre Arts IV
5.01 Research and assemble information to begin a time line of theatre history including non-western theatre.	5.01 Attend a play and reflect on it verbally or through writing entries in a journal.	5.01 Examine and discuss non-western plays not previously studied.	5.01 Research a period theatre piece.
5.02 Understand and relate how theatre originated and evolved.	5.02 Develop a time line of theatre history with additional specifics regarding social context, playwrights and genres.	5.02 Read and research a play; view a production of the play and evaluate.	5.02 Research the role of a dramaturg.
5.03 Know and practice audience behavior.	5.03 Experience, discuss and/or write about productions in different theatre spaces.		5.03 Research and identify cultural and historical sources of American theatre including musical theatre.

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5.04 Explore and demonstrate storytelling traditions of non-western theatre.	5.04 Investigate, discuss and/or write about plays from non-western theatre.
5.05 Discover, discuss and/or write about sources for information about theatre productions, personalities, trends, etc.	

Theatre Arts- All Other High School Electives

5.01 Analyze the impact history and theatre have had upon each other.

5.02 Communicate a sense of how theatre has evolved.

5.03 Explain theatre's role in society and the world.

5.04 Recognize and discuss dramatic and literary genres.

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Scope and Sequence: Theatre K-12

Goal 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Kindergarten	1st Grade	2nd Grade
6.01 Use sound, movement and drawing through dramatic play.	6.01 Integrate sound, movement and drawing into dramatic play.	6.01 Incorporate music, sound, movement, dance and design.
6.02 Use puppets in dramatic play.	6.02 Utilize the art form of puppetry.	6.02 Utilize the art form of puppetry in simple dramas.
6.03 Participate in and use the art form of pantomime.	6.03 Participate in the art form of pantomime.	6.03 Utilize the art form of pantomime in characterization.
6.04 Begin to be aware that a variety of art forms are infused into theatre and come from all cultures.	6.04 Be aware that art forms used in theatre presentations come from all cultures.	6.04 Explore the art form of fundamental mask making.
6.05 Discuss basic similarities and differences.	6.05 Discuss basic similarities and differences between art forms.	6.05 Comprehend that art forms used in theatre presentations come from all cultures.
		6.06 Identify different art forms within the community.
		6.07 Build skills to read with dramatic expression various simple scripts derived from poetry, short stories, fairytales, imagination and other forms of literature.

3rd Grade	4th Grade	5th Grade
6.01 Incorporate music, sound, movement, dance, and design into the dramatic process.	6.01 Incorporate music, sound, movement, dance, and design into the dramatic process.	6.01 Adapt music, sound, movement, dance, and design into the dramatic process.
6.02 Incorporate puppetry and pantomime into simple dramas.	6.02 Incorporate the arts forms of puppetry, pantomime and mask making into simple dramas.	6.02 Incorporate the art forms of puppetry, pantomime and mask making into simple dramas.
6.03 Utilize simple mask making.	6.03 Understand that a variety of art forms are infused in theatre and come from different cultures.	6.03 Understand that a variety of art forms are infused in theatre and come from different cultures.
6.04 Understand a variety of art forms are infused into theatre and come from all cultures.	6.04 Observe that different art forms reflect upon the diversity within heritage and culture.	6.04 Observe that different art forms reflect upon the diversity of society.

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6.05 Observe that different art forms reflect diversity.	6.05 Read with dramatic expression a variety of simple scripts.	6.05 Read with dramatic expression a variety of simple scripts.
6.06 Build skills to read with dramatic expression a variety of scripts.		

6th Grade	7th Grade	8th Grade
6.01 Explore and appraise other art forms from various cultures and how they relate to theatre.	6.01 Observe and analyze other art forms from other cultures and how they relate to theatre.	6.01 Analyze other art forms and how they relate to theatre.
6.02 Communicate how theatre can synthesize all the arts.	6.02 Integrate other art forms into dramatic presentations.	6.02 Synthesize several art forms into dramatic presentations.
6.03 Communicate how different art forms reflect upon the diversity of society.	6.03 Communicate how different art forms have been affected by society.	6.03 Compare and contrast how society and various art forms impact each other.
6.04 Integrate other art forms into formal and informal presentations.		

Theatre Arts I	Theatre Arts II	Theatre Arts III	Theatre Arts IV
6.01 Show through discussion or writing an appreciation for theatre as a composite art form.	6.01 Understand and relate how the fundamentals of different art forms relate to the study, process and production of theatre.	6.01 Demonstrate an understanding of theatre as a synthesis of all the arts.	6.01 Analyze and report on new trends in theatre performance.
6.02 Understand and relate how theatre is a synthesis of all arts.	6.02 Understand and manifest the collaborative nature of theatre.	6.02 Demonstrate an understanding of theatre as a collaborative art.	6.02 Analyze and report on theatrical developments in technology.
	6.03 Write reviews of plays or other related art forms.	6.03 Review and analyze traditional and non-traditional art forms.	6.03 Compare and contrast art forms in specific cultures and/or historical periods.

Theatre Arts- All Other High School Electives
6.01 Discuss the basic nature of art forms and how they relate to the study, process and production of theatre.
6.02 Describe theatre as a synthesis of all arts.

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Scope and Sequence: Theatre K-12

Goal 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Kindergarten	1st Grade	2nd Grade
7.01 Engage in discussion about dramatic process.	7.01 Engage in discussion about dramatic process.	7.01 Recognize emotions and thoughts evoked by informal and formal theatre performances.
7.02 Listen to and demonstrate respect for the thoughts and opinions of others.	7.02 Listen to and display respect for the thoughts and opinions of others.	7.02 Display respect by listening to the thoughts and opinions of others.
7.03 Look for the results of characters' actions in a variety of literary forms.	7.03 Look for the results of characters' actions in a variety of literary forms.	7.03 Understand that characters' actions have results in a variety of literary forms.
7.04 Discuss likes and dislikes of audience members.	7.04 Discuss likes and dislikes of audience members.	7.04 Express reflections during and after a creative drama activity.
7.05 Describe characters, setting and events seen or portrayed in formal or informal productions.	7.05 Describe characters, setting and events seen or portrayed in formal or informal productions.	7.05 Describe characters, setting and events seen or portrayed in formal or informal theatre productions.
	7.06 Identify strengths of peers and self.	7.06 Identify strengths of peers and self.
		7.07 Explain reasons behind artistic choices.

3rd Grade	4th Grade	5th Grade
7.01 Build skills to critique self and others in a respectful and constructive manner.	7.01 Build skills to critique self and others in a respectful and constructive manner.	7.01 Display skills to critique self and others in a respectful and constructive manner.
7.02 Listen to constructive criticism and react in a positive way.	7.02 Begin to question artistic choices in order to understand the dramatic process.	7.02 Question artistic choices in order to understand the dramatic process.
7.03 Convey personal reactions to various texts.	7.03 Justify artistic choices.	7.03 Justify artistic choices.
7.04 Correlate personal experiences to stage experiences.	7.04 Listen to constructive criticism and react in a positive way.	7.04 Listen to constructive criticism and react in a positive way.
7.05 Communicate emotions and thoughts evoked by performances.	7.05 Realize that the character and actor may have different personalities.	7.05 Realize that the character and actor may have different personalities.
7.06 Recognize and discuss that consequences and actions teach characters and audience members life lessons.	7.06 Correlate personal experiences to stage experiences.	7.06 Correlate personal experiences to stage experiences.

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7.07 Suggest alternative characters, settings or events after viewing or participating in a performance.	7.07 Communicate emotions and thoughts evoked by performances.	7.07 Communicate emotions and thoughts evoked by performances.
7.08 Justify artistic choices.	7.08 Show that consequences and actions teach characters and audience members life lessons.	7.08 Show that cause and effect teach characters and audience members life lessons.
	7.09 Suggest and implement alternative characters, settings or events after viewing or participating in a performance.	7.09 Suggest and implement alternative characters, settings or events after viewing or participating in a performance.

6th Grade	7th Grade	8th Grade
7.01 Recognize and practice audience etiquette.	7.01 Practice positive audience etiquette.	7.01 Practice positive audience etiquette.
7.02 Develop and implement descriptive vocabulary while practicing positive critiquing methods.	7.02 Expand and implement descriptive vocabulary while practicing constructive critiquing methods.	7.02 Evaluate the relationship between the audience and the production.
7.03 Develop verbal, visual and written responses to works of informal and formal theatre, film, television, and electronic media productions from various cultures.	7.03 Analyze, critique and express meaning perceived from works of informal and formal theatre, film, television, and electronic media productions from various cultures.	7.03 Use descriptive vocabulary and creative thinking in the critiquing process.
7.04 Express meaning perceived from informal and formal theatre, film, television, and electronic media productions.	7.04 Listen to and implement constructive criticism.	7.04 Write and discuss analysis of informal and formal theatre, film, television, and electronic media productions from various cultures.
7.05 Listen to constructive criticism and react in a positive manner.	7.05 Communicate emotions and thoughts evoked by performances and dramatic material.	7.05 Listen to and implement constructive criticism.
7.06 Revise dramatic work based on received constructive criticism and feedback.		7.06 Analyze how theatre can evoke emotions and thoughts from an audience.
7.07 Communicate emotions and thoughts evoked by performances.		

Theatre Arts I	Theatre Arts II	Theatre Arts III	Theatre Arts IV
7.01 Investigate and use theatre-related Internet sites.	7.01 Demonstrate giving and receiving constructive criticism.	7.01 Analyze personal progress through the creation and use of a portfolio of theatre work.	7.01 Critique personal progress through the continuing use of a portfolio of theatre work.
7.02 Develop and relate a world view of theatre in society.	7.02 Evaluate personal progress through the creation and use of a portfolio of theatre work.	7.02 Analyze live theatrical productions to see how technology is used.	7.02 Use available new technology or new uses of existing technology to support the school theatre arts program.

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7.03 Demonstrate personal progress through the creation and use of a portfolio of theatre work.	7.03 Utilize video camera techniques for theatre projects or productions.	7.03 Investigate technology available at the school site to incorporate in productions of formal and informal theatre.
7.04 Investigate and discuss the technical elements in different media.		

Theatre Arts- All Other High School Electives

7.01 Analyze and evaluate dramatic elements.

7.02 Use available technology to support formal and informal theatre productions.

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Scope and Sequence: Theatre K-12

Goal 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. (National Standard 8)

Kindergarten	1st Grade	2nd Grade
8.01 Share the role of film and television in one's family life.	8.01 Consider the role of imitation in theatre.	8.01 Recognize the role of imitation in theatre.
8.02 Share the role of electronic media such as radio and computer in one's family life.	8.02 Share the role film and television have played in relationship to one's self.	8.02 Share the role of film and television in the community.
8.03 Experience live or recorded performances.	8.03 Share the role of technology and electronic media.	8.03 Share the role of technology and electronic media.
8.04 Participate in creative drama.	8.04 Experience live or recorded performances.	8.04 Experience live or recorded performances.
	8.05 Participate in creative drama and experience informal presentations.	8.05 Discuss the similarities and differences between live and recorded theatrical events.
		8.06 Participate in and experience creative drama.

3rd Grade	4th Grade	5th Grade
8.01 Understand the role of theatre.	8.01 Understand the role of theatre.	8.01 Understand and describe the role of theatre at different times.
8.02 Discuss the role of film and television.	8.02 Discuss the role of film and television.	8.02 Discuss the role of film and television.
8.03 Discuss the role of technology and electronic media.	8.03 Discuss the role of technology and electronic media.	8.03 Discuss the role of technology and electronic media.
8.04 Experience live or recorded performances.	8.04 Experience live or recorded performances.	8.04 Experience live or recorded performances.
8.05 Discuss the similarities and differences between live and recorded theatrical events.	8.05 Discuss the similarities and differences between live and recorded theatrical events.	8.05 Discuss the similarities and differences between live and recorded theatrical events.
8.06 Participate in and experience informal and formal presentations.	8.06 Discuss the similarities and differences between acting for the theatre and camera.	8.06 Discuss the similarities and differences between acting for the theatre and camera.
	8.07 Participate in presentations.	8.07 Participate in presentations.

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6th Grade	7th Grade	8th Grade
8.01 Investigate and communicate how theatre and other media related to real life.	8.01 Examine and explain how theatre and other media relate to real life.	8.01 Compare and contrast theatre and related media to real life.
8.02 Describe how theatre and related media have reflected and transformed various cultures throughout history.	8.02 Communicate how theatre and related media have reflected and transformed various cultures throughout history.	8.02 Analyze and discuss how theatre and related media have reflected and transformed various cultures throughout history.
8.03 Demonstrate a basic knowledge of European theatre history that may include primitive storytelling and Greek/Roman times to the Elizabethan period.	8.03 Demonstrate a basic knowledge of non-western theatre history such as that of Asia, Africa, India and Australia.	8.03 Demonstrate a basic knowledge of American theatre history which may include the study of African, Asian, Native and Latin American, and other cultures.

Theatre Arts I	Theatre Arts II	Theatre Arts III	Theatre Arts IV
8.01 Understand and relate how theatre provides occupational opportunities in the world of work.	8.01 Demonstrate responsible behavior and social discipline through theatre and related media.	8.01 Compare and contrast productions with historical events and personal experiences.	8.01 Acquire and demonstrate successful collaboration skills through theatre and related media.
8.02 Understand and relate how theatre related media and other associated areas provide occupational opportunities in the world of work.	8.02 Understand, discuss and/or write about the roles of and careers in technical theatre and related areas.	8.02 Analyze technical elements of production in different media.	8.02 Analyze, discuss and/or write about jobs in a selected theatrical field.
8.03 Understand and relate how theatre skills are used in non-theatrical occupations such as lawyer, carpenter, etc.	8.03 Recognize and express that theatre and related areas play a role in the world of work as occupational opportunities. 8.04 Create an example of a professional resume.	8.03 Understand, discuss and/or write about the uses of a resume for a professional theatre artist.	

Theatre Arts- All Other High School Electives

8.01 Compare and contrast productions with life situations.

8.02 Discuss the role of theatre and related areas as an avocation.

8.03 Explain the roles and careers of theatre and related areas.

8.04 Demonstrate responsible behavior and social discipline through theatre and related media.

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Arts Education
Standard Course of Study and
Grade Level Competencies, K-12
2000

SCOPE AND SEQUENCE

For

VISUAL ARTS

Scope and Sequence: Visual Arts K-12

Goal 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Kindergarten	1st Grade	2nd Grade
1.01 Use immediate environment, including family, home and surroundings, as source of ideas.	1.01 Understand the purpose of the activity.	1.01 Understand the process involved in using the media.
1.02 Use imagination as a source of ideas.	1.02 Uses logical sequence to complete an activity.	1.02 Plan and organize for creating art.
1.03 Understand and follow step-by-step presentation of art activities.	1.03 Develop fluency in use of symbols for visual expression.	1.03 Develop strategies for imagining and implementing images.
1.04 Begin to develop appropriate art vocabulary	1.04 Discuss and examine familiar objects and literature to inspire imagery.	1.04 Refine the form of visual symbols to more accurately define concepts.
1.05 Develop symbols for visual expression	1.05 Carefully observe and examine the world around them.	1.05 Recognize that in a world of imagination there is no right or wrong, but that some solutions are better than others.
1.06 Select color according to emotional appeal.		1.06 Use experimentation to find solutions.
1.07 Explore a variety of media.		1.07 Recognize that diverse solutions are preferable to predetermined visual solutions.
1.08 Create work that does not conform to adult standards of realism.		1.08 Recognize that images from reality and from fantasy may be used to create original art.
1.09 Select artwork they "like the best" and simply explain why.		
1.10 Illustrate poems, stories and rhymes.		
1.11 Use all the senses to gain information and awareness about their environment.		
1.12 Perhaps find inspiration from a variety of artwork.		

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3rd Grade	4th Grade	5th Grade
1.01 Expand the use of appropriate vocabulary.	1.01 Expand the sense of environment to include global awareness as a source of ideas for imagery.	1.01 Use the imagination as a source for symbolic expression.
1.02 Apply knowledge and concepts gained across the curriculum as a source of ideas for art.	1.02 Create work which approaches a higher level of realism.	1.02 Practice a variety of methods of observation from different points of view to explore spatial relationships.
1.03 Select color both for emotional appeal and realism.	1.03 Depict sequence of events in artwork.	1.03 Use current events as a catalyst for the discussion and production of art.
1.04 Respond to positive attention and suggestions from others.	1.04 Use complex symbols to fully explore ideas.	
1.05 Discuss why one solution is better than another through comparison.		
1.06 Refine images of self, pets, family, friends, and environment.		
1.07 Elaborate on an idea or theme.		
1.08 Develop the ability to work in small groups to reach a group goal which will be greater than any one individual		

6th Grade	7th Grade	8th Grade
1.01 Plan and organize for creating art.	1.01 Expand knowledge for organizing and creating art.	1.01 Plan and organize for unique and original solutions.
1.02 Explore strategies for imagining and implementing images.	1.02 Develop strategies for imagining and implementing images.	1.02 Refine strategies for imagining and implementing images.
1.03 Recognize in a world of imagination there is no right or wrong, but some solutions are better than others.	1.03 Explore a variety of solutions in solving creative problems.	1.03 Analyze various solutions to solving creative problems to determine which are better.
1.04 Recognize and identify ideas that artists get from a variety of sources.	1.04 Understand and discuss that ideas from reality and from fantasy may be used to create original art.	1.04 Solve problems using images from fantasy and reality.
1.05 Understand that ideas evolve over time.	1.05 Demonstrate the development of ideas across time.	1.05 Choose and apply the best ideas among those developed over time.

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1.06 Develop perceptual awareness through the use of all senses.

1.06 Recognize and discuss the use of multiple senses in visual arts.

1.06 Develop solutions that incorporate the use of a variety of senses.

Visual Arts I	Visual Arts II	Visual Arts III	Visual Arts IV
1.01 Plan and organize for creating art.	1.01 Plan and organize for creating art.	1.01 Plan and organize for creating art.	1.01 Plan and organize for creating art.
1.02 Devise and use strategies for imagining and implementing images.	1.02 Develop strategies for imagining and implementing images.	1.02 Develop strategies for imagining and implementing images.	1.02 Develop strategies for imagining and implementing images.
1.03 Create multiple solutions in problem solving and discuss that some solutions are better than others.	1.03 Discuss the qualities of multiple solutions and devise a framework for making good choices.	1.03 Develop multiple solutions, discuss their quality, and apply to creative problem solving.	1.03 Develop multiple solutions, discuss their quality, and apply to creative problem solving.
1.04 Recognize and discuss that concepts and images from a variety of sources can be used to create original art.	1.04 Acquire concepts and images from a variety of sources to create original art.	1.04 Utilize concepts and images from a variety of sources to create original art.	1.04 Evaluate and refine concepts and images from a variety of sources to create original art.
1.05 Show how ideas develop and evolve over a period of time.	1.05 Show how ideas develop and evolve over a period time.	1.05 Show how ideas develop and evolve over a period of time.	1.05 Show and evaluate how ideas develop and evolve over a period of time.
1.06 Manipulate sensory stimuli to develop perceptual awareness.	1.06 Develop perceptual awareness through the use of all senses.	1.06 Continue to develop perceptual awareness through sensory stimuli.	1.06 Continue to develop perceptual awareness through sensory stimuli.
1.07 Use the vocabulary of art in written and oral form.	1.07 Expand a working knowledge of the vocabulary of art.	1.07 Continue to expand a working knowledge of the vocabulary of art.	1.07 Cultivate a working knowledge of the vocabulary of art.

Visual Arts - All Other Electives

1.01 Plan and organize for creating art.

1.02 Develop strategies for imagining and implementing images.

1.03 Recognize in a world of imagination there is no right or wrong, but some solutions are better than others.

1.04 Recognize that images from reality and from fantasy may be used to create original art.

1.05 Show development of ideas across time.

1.06 Develop perceptual awareness through the use of all senses.

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Scope and Sequence: Visual Arts K-12

Goal 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.
(National Standard 1)

Kindergarten	1st Grade	2nd Grade
2.01 Become familiar with a limited number of basic art media, techniques and processes which may include: Drawing - crayons, oil pastels, non-toxic markers, brushes, computers, pencils, sidewalk chalk Cut paper - glue, scissors, folding, bending 3-D - clay, paper, found objects, including wood scraps Printmaking - stamps, gadgets, found objects, vegetables, monoprint Painting - tempera, watercolors, large brushes, sponges, finger paint or Ceramics - pinch, coil, found stamps.	2.01 Become familiar with additional basic art media, techniques and processes which may include: fibers - papermaking and paper weaving.	2.01 Become familiar with additional art media, techniques and processes that may include: Cut paper - tape, and Printmaking - styrofoam, water soluble printing ink.
2.02 Explore media freely.	2.02 Use various techniques to create visual effects using texture.	2.02 Recognize specific media and processes.
2.03 Develop fine and gross motor control.		2.03 Express moods and feelings.
2.04 Utilize entire page when using 2-D materials.		2.04 Produce visual effects and textures using each media.
2.05 Create a variety of lines, like thick and thin, curved or zigzag, etc.		2.05 Depict self and others in a variety of real and imaginary situations.
2.06 Cut large and small shapes; double layers to produce identical shapes.		
2.07 Model clay by pressing; pulling, pinching, incising, stamping with found objects.		
2.08 Create original pictures of self, others, animals and objects.		
2.09 Render own thoughts and feelings visually.		

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2.10 Demonstrate proper use and care of materials and tools.

2.11 Use the art room rules for behavior, care and safety of equipment, tools and materials.

3rd Grade	4th Grade	5th Grade
2.01 Expands control and manipulation of the media and tools which may include the following: Photography - sun prints Drawing - chalk, fine and broad markers, colored pencils, creates a variety of lines with tip, point and side, computer and software Cut paper - papers, found objects, fibers, glue, sharp-edged scissors, curling, scoring and stapling, cutting a variety of single and multiple shapes 3-D - paper mache, small hand tools Printmaking - cardboard Painting - liquid acrylics, large and small brushes, computer and software Ceramic - coil construction, compound pinch and slab, addition, smoothing, self-created stamps and Fibers - Knotting, small hand looms for fibers.	2.01 Know about and correctly use stitchery needles and small hand tools.	2.01 Use additional art media, techniques and processes, which may include: Drawing - charcoal Printmaking - easy cut, mixed media, collographs 3-D - wire and pin-hole cameras.
2.02 Explore unique properties and potential of materials.	2.02 Use additional art media, techniques and processes which may include: Fibers - stitchery, a variety of fiber weaving techniques, felting and quilting Cut paper - complex symmetrical folding and cutting and Sculpture - experiments with varied tools including small hand tools.	
2.03 Demonstrate increased fine motor skills	2.03 Increase skills with familiar materials.	
2.04 Develop familiarity with specific media and processes.	2.04 Demonstrate one's own thought and feelings visually, using sequential, visual narrative.	
2.05 Interprets actual textures in a variety of media.		
2.06 Create portraits, still lifes and landscapes from real life observation or memory.		

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2.07 Depict self and others in a variety of real and imaginary situations with increasing detail.

6th Grade	7th Grade	8th Grade
2.01 Recognize the unique properties of various media.	2.01 Identify various media techniques from visual examples	2.01 Discriminate in deciding the effectiveness of various media techniques to reach an artistic solution.
2.02 Explore and identify the use of a variety of materials using proper vocabulary and terminology.	2.02 Explore and identify the unique properties and potential of materials using proper vocabulary and terminology.	2.02 Apply materials such that their unique properties and potential impact the artistic solution.
2.03 Differentiate among techniques and processes for working with each materials.	2.03 Learn various techniques and processes for working with each material.	2.03 Apply a variety of techniques and processes when working with each material.
2.04 Discover the expressive potential of various media and techniques.	2.04 Use a variety of media and techniques in an expressive manner.	2.04 Determine an original solution through expressive media techniques.
2.05 Use art materials and tools in a safe and responsible manner.	2.05 Discuss and develop the concept of safety as it relates to art tools and materials.	2.05 Understand the historical and personal implications of the proper use of tools and materials.

Visual Arts I	Visual Arts II	Visual Arts III	Visual Arts IV
2.01 Explore and discuss unique properties and potential of art materials.	2.01 Continue to explore unique properties and potential of materials and media.	2.01 Continue to explore unique properties and potential of materials and media.	2.01 Focus exploration on the unique properties and potential of materials and media.
2.02 Demonstrate techniques and processes for working with each art material.	2.02 Use appropriate techniques and processes for working with each material.	2.02 Utilize techniques and processes for working with each material.	2.02 Refine techniques and processes for working with each material.
2.03 Communicate and express ideas through a variety of materials and techniques.	2.03 Communicate and express ideas through a variety of materials and techniques.	2.03 Communicate and express ideas through a variety of materials and techniques.	2.03 Communicate and express ideas through a variety of materials and techniques.
2.04 Evaluate and select materials, techniques and processes to facilitate the creation of artwork.	2.04 Evaluate and select materials, techniques and processes to facilitate the creation of work.	2.04 Evaluate and select materials, techniques and processes to facilitate the creation of artwork.	2.04 Evaluate and select materials, techniques and processes to facilitate the creation of artwork.
2.05 Demonstrate the safe and responsible use of tools and materials.	2.05 Demonstrate the safe and responsible use of tools and materials.	2.05 Demonstrate the safe and responsible use of tools and materials.	2.05 Demonstrate the safe and responsible use of tools and materials.

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Visual Arts - All Other Electives

2.01 Explore unique properties and potential of materials.

2.02 Learn techniques and processes for working with each material.

2.03 Use different media and techniques expressively.

2.04 Use art materials and tools in a safe and responsible manner.

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Scope and Sequence: Visual Arts K-12

Goal 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Kindergarten	1st Grade	2nd Grade
3.01 Name and identify colors.	3.01 Use variety of geometric and organic shapes in creating own work.	3.01 Incorporate a variety of lines in own artwork.
3.02 Identify primary and secondary colors.	3.02 Differentiates between geometric and organic shapes.	3.02 Use a horizon line to organize space.
3.03 Mix secondary colors.	3.03 Recognize that pattern is created by repetition and uses pattern in own artwork.	3.03 Discuss how the viewer's eye moves through work of art.
3.04 Identify different types of line: straight, crooked, curved, zig-zag, wide and thin.	3.04 Use a variety of techniques and imagery incorporating pattern and repetition.	3.04 Discuss and use opposites to create variety including big/little, light/dark, smooth/rough, tall/short, few/many.
3.05 Recognize that line can be used to define contour of shapes and forms.	3.05 Begin to explore more than one solution during the problem solving process.	3.05 Identify center of interest (emphasis) in a composition.
3.06 Name different textures on surfaces, for example: rough, smooth, bumpy.	3.06 Create visual textures with basic drawing, sculpture and painting tools.	3.06 Create work which shows more complex organization.
3.07 Identify geometric shapes: circle, square, rectangle, triangle, diamond and oval.		
3.08 Recognize some shapes have names; some do not.		
3.09 Begin to discuss his or her own work and that of others in terms of color, line, shape and texture.		
3.10 Use the entire page as part of the composition.		
3.11 Use solutions that do not rely on copying or tracing others work.		
3.12 Recognize others may view or interpret differently.		

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3.13 Use his or her own ideas and feelings when creating artwork.

3.14 Respect the work of others when discussing art.

3.15 Explore a variety of materials.

3rd Grade	4th Grade	5th Grade
3.01 Explore differences among actual, imaginary and applied texture in discussion and production.	3.01 Mix tints, shades and tones.	3.01 Recognize and apply the elements of art in an aesthetic composition.
3.02 Create a variety of visual textures using computers and basic drawing, printmaking, sculpture and painting tools.	3.02 Differentiate horizontal, vertical, parallel, and diagonal lines.	3.02 Recognize and apply the design principles used in composition.
3.03 Identify geometric shapes: circle, square, rectangle, triangle, diamond, oval, octagon, and pentagon.	3.03 Compare relative positions of objects in space through color intensity and value.	3.03 Develop repetition to create unity in one's own work.
3.04 Use a variety of geometric and organic shapes in creating own work.	3.04 Exercise flexibility when approaching a problem-solving situation.	3.04 Use variations to create interest in a composition.
3.05 Compare objects in space through relative size and position including such things as: overlapping, foreground, middle ground, background, and amount of detail.		3.05 Critique his or her own work and that of others in terms of design principles.
3.06 Develop ability to discuss his or her own work and that of others in terms of art elements.		3.06 Recognize the validity of one's feelings and impressions when solving visual problems.
3.07 Recognize composition is using the elements of art to create an artwork.		3.07 Recognize the value of intuitive perceptions in the problem-solving process when creating art.
3.08 Achieve balance in compositions through use of like or different objects.		
3.09 Develop repetition to create pattern in one's own artwork.		
3.10 Respect the work of others when critiquing art.		
3.11 Consider numerous solutions during the problem-solving process.		

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3.12 Recognize symmetrical and asymmetrical balance.

3.13 Mix tints and shades.

6th Grade	7th Grade	8th Grade
3.01 Recognize and discuss the elements and principles found in the environment.	3.01 Explore and discuss the elements and principles of design found in the environment.	3.01 Understand how artists use the elements and principles of design to impact their environment.
3.02 Recognize and discuss the elements and principles of design in an aesthetic composition.	3.02 Explore and apply the elements and principles of design used in an aesthetic composition.	3.02 Develop original solutions that effectively apply the elements of art in an aesthetic composition.
3.03 Recognize and discuss how diverse solutions are preferable to predetermined visual solutions.	3.03 Explore and discuss that diverse solutions are preferable to predetermined visual solutions.	3.03 Apply diverse original solutions in the problem solving process.
3.04 Recognize and discuss the value of intuitive perceptions in the problem-solving process.	3.04 Explore and discuss the value of intuitive perceptions in the problem-solving process.	3.04 Apply intuitive perceptions in the problem-solving process.
3.05 Recognize and discuss how artists use the elements and principles of design to impact the environment.	3.05 Explore and discuss the value of experimentation in the problem-solving process.	3.05 Apply diverse experimental solutions in problem-solving.
	3.06 Explore and discuss how artists use the elements and principles of design to impact the environment.	

Visual Arts I	Visual Arts II	Visual Arts III	Visual Arts IV
3.01 Recognize, apply and evaluate the elements of art in an aesthetic composition.	3.01 Recognize, apply and evaluate the elements of art in an aesthetic composition.	3.01 Recognize, apply and evaluate the use of elements of art in an aesthetic composition.	3.01 Recognize, apply and evaluate the use of elements of art in an aesthetic composition.
3.02 Recognize, apply and evaluate the design principles used in composition.	3.02 Recognize, apply and evaluate the design principles used in composition.	3.02 Recognize, apply and evaluate the design principles used in composition.	3.02 Recognize, apply and evaluate the design principles used in composition.
3.03 Use intuitive perception to solve problems.	3.03 Demonstrate the value of intuitive perceptions in the problem-solving process.	3.03 Assess the value of intuitive perceptions in the problem-solving process.	3.03 Assess the value of intuitive perceptions in the problem-solving process.
3.04 Use experimentation to solve problems.	3.04 Demonstrate the value of experimentation in the problem-solving process.	3.04 Assess the value of experimentation in the problem-solving process.	3.04 Assess the value of experimentation in the problem-solving process.

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3.05 Use critical thought and analysis in the problem-solving process.	3.05 Demonstrate the value of critical thought and analysis in the problem-solving process.	3.05 Assess the value of critical thought and analysis in the problem-solving process.	3.05 Assess the value of critical thought and analysis in the problem-solving process.
3.06 Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal or other purposes of art.	3.06 Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal or other purposes of art.	3.06 Demonstrate the ability to form and defend judgements about the characteristics and structures to accomplish commercial, personal, communal or other purposes of art.	3.06 Demonstrate the ability to form and defend judgements about the characteristics and structures to accomplish commercial, personal, communal or other purposes of art.

Visual Arts - All Other Electives

3.01 Recognize and apply the elements of art in an aesthetic composition.

3.02 Recognize and apply the design principles used in composition.

3.03 Recognize that diverse solutions are preferable to predetermined visual solutions.

3.04 Recognize the value of intuitive perceptions in the problem-solving process.

3.05 Recognize the value of experimentation in the problem-solving process.

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Scope and Sequence: Visual Arts K-12

Goal 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Kindergarten	1st Grade	2nd Grade
4.01 Create art depicting self, family, friends, pets, home, school and community.	4.01 Recognize that an artist's work has certain characteristics that distinguish it from that of others.	4.01 Create, discuss, and/or write about whether the content of their artwork is reality or fantasy.
4.02 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings.	4.02 Create, discuss and/or write simple stories about one's own artwork.	4.02 Create fantasy environments.
4.03 Invent original and personal imagery from observation and imagination to convey meaning and not rely on copying or tracing another's work.	4.03 Produce work that shows attention to detail in one's surroundings.	4.03 Begin to recognize that an artist's background and experiences are important in shaping an artist's work.
4.04 Find inspiration in the work of other artists from many cultures.	4.04 Use imagination to interpret environments other than one's own.	

3rd Grade	4th Grade	5th Grade
4.01 Write fables and myths with details based on one's own artwork.	4.01 Create extended visual narratives based on one's own life and experiences.	4.01 Compare and contrast the work of various artists' styles and cultures.
4.02 Use knowledge and imagination to interpret environments.	4.02 Discuss and/or write extended narratives based on one's own art.	
4.03 Interject personal point of view regarding one's own surroundings.	4.03 Enumerate characteristics of artist's work that distinguish it from others.	
4.04 Interpret freely work by other artists, cultures or time periods to create original art.	4.04 Compare work of various artists' styles and cultures.	
4.05 Know, discuss, and/or write about how an artist's background and experiences are important in shaping that artist's work.		
4.06 Know, discuss, and/or write about how an artist's environment and time makes one's own work different from that of other artists in other times or places.		

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6th Grade	7th Grade	8th Grade
4.01 Recognize and discuss art as a means of communication and persuasion.	4.01 Use visual arts to persuade and communicate ideas.	4.01 Communicate and persuade through visual arts.
4.02 Understand the use of life surroundings and personal experiences are used to express ideas and feelings visually.	4.02 Demonstrate the use of life surroundings and personal experiences to express ideas and meanings visually.	4.02 Develop the use of life surroundings and personal experiences to express ideas and feelings visually.
4.03 Interpret the environment with realistic imagery.	4.03 Interpret the environment through art.	4.03 Utilize environmental imagery to create artwork with personal meaning.
4.04 Convey meaning through original imagery that does not rely on copying, tracing, patterns or duplicated materials.	4.04 Invent original imagery to convey meaning.	4.04 Invent original and personal imagery to convey ideas that are both personal and have meaning.
4.05 Recognize and discuss the personal imagery and style of various artists.	4.05 Explore how artists develop personal imagery and style.	4.05 Develop personal imagery and style.

Visual Arts I	Visual Arts II	Visual Arts III	Visual Arts IV
4.01 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings visually.	4.01 Use life surroundings and personal experiences to visually express ideas and feelings.	4.01 Further expand the use of life surroundings and personal experiences to express ideas and feelings visually.	4.01 Refine and clarify the use of life surroundings and personal experiences to express ideas and feelings visually.
4.02 Interpret the environment through art.	4.02 Interpret the environment through art.	4.02 Interpret the environment through art.	4.02 Interpret the environment through art.
4.03 Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.	4.03 Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.	4.03 Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.	4.03 Invent, develop and refine original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.
4.04 Research and discuss how artists develop personal imagery and style.	4.04 Research and demonstrate how artists develop personal imagery and style.	4.04 Explore and compare how artists develop personal imagery and style.	4.04 Explore, compare and assess how artists develop personal imagery and style.
4.05 Apply subjects, symbols and ideas in artworks and use the skills gained to solve problems in daily life.	4.05 Apply subjects, symbols, and ideas in artworks and use the skills gained to solve problems in daily life.	4.05 Apply subjects, symbols, and ideas in artworks and use the skills gained to solve problems in daily life.	4.05 Apply subjects, symbols, and ideas in artworks and use the skills gained to solve problems in daily life.

Visual Arts - All Other Electives
4.01 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings visually.
4.02 Interpret the environment through art.

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4.03 Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.

4.04 Explore how artists develop personal imagery and style.

Scope and Sequence: Visual Arts K-12

Goal 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Kindergarten	1st Grade	2nd Grade
5.01 Recognize that people in many times and places have made art.	5.01 Recognize that art from other times and cultures does not look the same.	5.01 Identify main purpose for an individual artwork.
5.02 Recognize that art is created to fulfill personal and/or societal needs or purposes.	5.02 Recognize that artwork from many cultures can be made of material that the student has experienced (wood, stone, paint, etc.).	5.02 Identify selected characteristics of art from a particular culture.
5.03 Recognize that an artwork may serve functional purposes.		5.03 Identify selected medium/techniques or processes used for an individual artwork.
5.04 Begin to relate to the concept of time personally ("when my grandfather was young..."), to famous people ("when George Washington was alive..."), and units of time (day, week, years).		5.04 Become aware of the ideas of time and history (what came before and after).
5.05 Recognize that human beings create art to tell a story about their ideas and lives without words.		5.05 Begin to realize that there have been diverse cultures in the world and each culture has produced art.
		5.06 Recognize selected works of art from various cultures.
		5.07 Discuss common themes such as families, community life, and beauty.

3rd Grade	4th Grade	5th Grade
5.01 Identify the main purposes for art in a society.	5.01 Recognize that art can serve more than one purpose and/or function in a given culture.	5.01 Begin to recognize that art is the visual record of the history of mankind.
5.02 Differentiate between decorative and functional purpose in one's own artwork.	5.02 Make responses that are both knowledge-based and personal (objective and subjective).	5.02 Identify selected characteristics that make art of a particular culture unique.
5.03 Identify specific works of art as belonging to a particular culture, time and place.	5.03 Compare works of art from different times and cultures.	5.03 Apply a knowledge of belief systems of selected cultures as reflected in the artwork of those cultures.
5.04 Identify media/techniques and processes used for an individual artwork.	5.04 Compare works of art from one culture to that from another culture of the same time period.	5.04 Compare art of one culture to that of another culture or time.

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5.05 Understand there have been many different cultures in the world and each culture has produced art.	5.05 Recognize an increased selection of works of art and artists.	5.05 Recognize selected individual style characteristics of an artist.
5.06 Name selected artist.	5.06 Discuss themes which are most important to a particular culture.	5.06 Compare and contrast selected major artists and artwork.
5.07 Name selected works by an artist.	5.07 Recognize that individuals are products of their own culture.	5.07 Demonstrate a sense of history (what came before and after) regarding cultures and works of art.
5.08 Recognize that cultures have different ideas about art.	5.08 Explores the art and architecture of selected North Carolina artists.	5.08 Recognize there are many universal themes in art throughout history.

6th Grade	7th Grade	8th Grade
5.01 Demonstrate an understanding that the visual arts have a history, purpose and function in all cultures.	5.01 Identify the history, purpose and functions of visual arts in various cultures.	5.01 Consider the history, purpose and function of visual arts and analyze their impact on various cultures.
5.02 Identify specific works of art as belonging to a particular culture, time and place.	5.02 Describe characteristics of specific works of art that belong to a particular culture, time and place.	5.02 Explain the impact of a particular culture, time and place on a specific work of art.
5.03 Discover relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.	5.03 Describe relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.	5.03 Compare and contrast relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
5.04 Recognize and discuss the existence of art movements, periods, and styles.	5.04 Explore and discuss the existence of art movements, periods, and styles.	5.04 Explain the impact of art movements, periods, and styles.
5.05 Recognize and discuss the existence of universal theme in art throughout history.	5.05 Explore and discuss the existence of universal theme in art throughout history.	5.05 Explain the impact universal themes in art throughout history have had on specific works of art.
5.06 Recognize and discuss the aesthetic diversity of various cultures.	5.06 Explore the aesthetic diversity of various cultures.	5.06 Explain the impact of current culture on your personal style, attitude and techniques.

Visual Arts I	Visual Arts II	Visual Arts III	Visual Arts IV
5.01 Know that the visual arts have a history, purpose and function in all cultures.	5.01 Know that the visual arts have a history, purpose and function in all cultures.	5.01 Know that the visual arts have a history, purpose and function in all cultures.	5.01 Know that the visual arts have a history, purpose and function in all cultures.
5.02 Identify specific works of art as belonging to particular cultures, times and places.	5.02 Identify specific works of art as belonging to particular cultures, times and places.	5.02 Identify specific works of art as belonging to particular cultures, times and places.	5.02 Identify specific works of art as belonging to particular cultures, times and places.

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5.03 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.	5.03 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.	5.03 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.	5.03 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
5.04 Describe the existence of art movements, periods, and styles.	5.04 Research and write about the existence of art movements, periods, and styles.	5.04 Recognize and differentiate the existence of art movements, periods, and styles.	5.04 Recognize, differentiate and evaluate the existence of art movements, periods, and styles.
5.05 Describe universal themes that exist in art throughout history.	5.05 Research and write about the existence of universal themes in art throughout history.	5.05 Recognize, identify and classify universal themes in art throughout history.	5.05 Recognize, identify, classify and evaluate universal themes in art throughout history.
5.06 Recognize and discuss that cultures have different aesthetics and each individual is a product of his or her culture.	5.06 Recognize that cultures have different aesthetics and each individual is a product of his or her culture.	5.06 Recognize and identify different aesthetics among cultures and the impact of the culture and aesthetics on the individual.	5.06 Recognize and identify different aesthetics among cultures and the impact of the culture and aesthetics on the individual.

Visual Arts - All Other Electives

5.01 Know that the visual arts have a history, purpose and function in all cultures.

5.02 Identify specific works of art as belonging to particular cultures, times and places.

5.03 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.

5.04 Recognize the existence of art movements, periods, and styles.

5.05 Recognize the existence of universal theme in art throughout history.

5.06 Recognize that cultures have different aesthetics and each individual is a product of his or her culture.

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Scope and Sequence: Visual Arts K-12

Goal 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.
(National Standard 5)

Kindergarten	1st Grade	2nd Grade
6.01 Relate important experiences in life to one's own art.	6.01 Relate important ideas and feelings visually.	6.01 Begin to understand that the purpose for a work of art affects how a work is made.
6.02 Accept others' work and ideas.	6.02 Begin to use one's mistakes as part of the creative process.	6.02 Find diversity in art as a natural and positive expression of individuality.
6.03 Recognize that no two people are alike; therefore, their artwork should not be alike.	6.03 Recognize that mistakes can be turned into opportunities for creative problem solving.	6.03 Value art that does not rely on copying or tracing others' work.
6.04 Begin to use art vocabulary for discussion.	6.04 Show understanding that sometimes artistic endeavors fail because of reasons beyond one's control.	6.04 Apply knowledge gained from a failure, mistake or accident to help achieve a more successful effort.
6.05 Begin to describe and explain his or her own art and the art of others in response to guided questions.	6.05 Recognize that the use of art elements by the artist can tell a story, or describe a feeling or mood.	6.05 Discuss artwork using the design principles of repetition, emphasis, and movement.
6.06 Express one's feelings about a specific artwork.	6.06 Discuss artwork using the design principle of repetition.	
6.07 Begin to understand there are varied responses to specific art works.		

3rd Grade	4th Grade	5th Grade
6.01 Understand that the purpose for a work of art affects how it is made.	6.01 Describe how people's experiences influence the development of specific artworks.	6.01 Respond to questions relating to purpose and appropriateness of works including: why do you think this artist painted this way or how do the materials the artist used help get across the idea of the artwork?
6.02 Recognize diversity in art as a natural and positive expression of individuality.	6.02 Understand experience varies from individual to individual and from culture to culture.	6.02 Critique artwork in relation to design principles: emphasis, movement, repetition, space, balance, value, unity.
6.03 Express own ideas and feelings visually and with fluency.	6.03 Critique artwork through the use of design principles: emphasis, movement, repetition, space, balance, and value.	

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6.04 Express what can be learned from a mistake or accident of one's own or others.

6.05 Apply knowledge gained from a failure situation to help achieve a more successful effort.

6.06 Critique art work using proper art vocabulary.

6.07 Express one's own thoughts and feelings about a specific artwork.

6.08 Critique artwork in relation to design principles: emphasis, movement, repetition, space, and balance.

6th Grade	7th Grade	8th Grade
6.01 Describe various purposes for creating works of visual art.	6.01 Explain how a work of art can meet its intended purpose.	6.01 Evaluate the effectiveness of a work of art in meeting its intended purpose.
6.02 Describe how people's experiences influence the development of specific artworks.	6.02 Identify the influences that had the greatest impact on a given work of art.	6.02 Evaluate the ways in which a work of art reflects or communicates the diverse experiences of the artist.
6.03 Acknowledge and discuss how other's work and ideas are unique expression of themselves.	6.03 Explain how other's work and ideas as unique expression of themselves.	6.03 Interpret how a given work of art expresses the uniqueness of the individual artist.
6.04 Acknowledge and explain how unsuccessful efforts can be a constructive part of growth in the creative process.	6.04 Incorporate constructive growth learned from unsuccessful efforts into the creative process.	6.04 Evaluate and reflect on the impact of various decisions made throughout the creative process.
6.05 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.	6.05 Critique artwork evaluating meaning, feeling, mood and ideas in oral and written expression.	6.05 Critique artwork evaluating purpose, tone and style in an oral or written expression.

Visual Arts I	Visual Arts II	Visual Arts III	Visual Arts IV
6.01 Describe the various purposes for creating works of visual art.	6.01 Understand there are various purposes for creating works of visual art.	6.01 Understand there are various purposes for creating works of visual art.	6.01 Understand there are various purposes for creating works of visual art.
6.02 Describe how people's experiences influence the development of specific artworks.	6.02 Describe how people's experiences influence the development of specific artworks.	6.02 Describe and analyze how people's experiences influence the development of specific artworks.	6.02 Describe, analyze and assess how people's experiences influence the development of specific artworks.

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6.03 Accept other's work and ideas as unique expression of themselves.	6.03 Accept other's work and ideas as unique expression of themselves.	6.03 Accept other's work and ideas as unique expression of themselves.	6.03 Accept other's work and ideas as unique expression of themselves.
6.04 Explain why what is not understood is sometimes devalued.	6.04 Recognize that what is not understood is sometimes devalued.	6.04 Recognize that what is not understood is sometimes devalued.	6.04 Recognize that what is not understood is sometimes devalued.
6.05 Explain how the constructive role of failure is often a part of the creative process.	6.05 Recognize the constructive role of failure as a part of the creative process.	6.05 Recognize the constructive role of failure as a part of the creative process.	6.05 Recognize the constructive role of failure as a part of the creative process.
6.06 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.	6.06 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.	6.06 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.	6.06 Critique artwork using verbal and written expression incorporating: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas.
6.07 Explain the varied responses to specific artworks.	6.07 Understand there are varied responses to specific artworks.	6.07 Understand, compare and explain there are varied responses to specific artworks.	6.07 Understand, compare and evaluate the varied responses to specific artworks.
6.08 Accept and offer constructive criticism.	6.08 Accept and offer constructive criticism.	6.08 Accept and offer constructive criticism.	6.08 Accept and offer constructive criticism.

Visual Arts - All Other Electives

6.01 Understand there are various purposes for creating works of visual art.

6.02 Describe how people's experiences influence the development of specific artworks.

6.03 Accept other's work and ideas as unique expression of themselves.

6.04 Recognize the constructive role of failure as a part of the creative process.

6.05 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.

6.06 Understand there are varied responses to specific artworks.

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Scope and Sequence: Visual Arts K-12

Goal 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Kindergarten	1st Grade	2nd Grade
7.01 Make use of commonalties in the subject matter of visual arts and other disciplines. 7.02 Begin to realize what each discipline encompasses. 7.03 Begin to observe that objects can be handmade or machine made and that both have value. 7.04 Use current technology to learn about art and create one's own artwork.	7.01 Uses reading, writing and math in the creation of art. 7.02 Realize that advances in science and technology affect how things look and how they are done.	7.01 Understand that a major purpose of the arts is the creation of an original work.

3rd Grade	4th Grade	5th Grade
7.01 Begin to acknowledge similarities among all the arts including vocabulary, concepts, and use of composition. 7.02 Discuss how the artwork people produce reflects the times in which they live.	7.01 Recognize that in a particular place or time, shared beliefs or knowledge will affect the ideas, issues or themes in all disciplines. 7.02 Identify how technology affects how things look and how they are done.	7.01 Identify similarities and differences between the visual arts and other disciplines. 7.02 Appreciate and speculate about how technology will precipitate additional artistic developments in the future. 7.03 Compare current technology to that of the past.

6th Grade	7th Grade	8th Grade
7.01 Identify connections, similarities and differences between the visual arts and other disciplines. 7.02 Identify ways the art elements and design principles interrelate with other arts disciplines. 7.03 Identify characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.	7.01 Explain connections, similarities and differences between the visual arts and other disciplines. 7.02 Explain various ways the art elements and design principles interrelate with other arts disciplines. 7.03 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.	7.01 Interpret and analyze connections, similarities and differences between the visual arts and other disciplines. 7.02 Demonstrate various ways the art elements and design principles interrelate within all arts disciplines. 7.03 Compare and contrast characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.

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7.04 Identify how various technology affects visual arts and other disciplines.

7.04 Discuss and describe the impact future technology will have on visual arts and other disciplines.

7.04 Apply various technologies in order to effect visual arts and other disciplines.

Visual Arts I	Visual Arts II	Visual Arts III	Visual Arts IV
7.01 Identify connections, similarities and differences between the visual arts and other disciplines.	7.01 Identify connections, similarities and differences between the visual arts and other disciplines.	7.01 Identify connections, similarities and differences between the visual arts and other disciplines.	7.01 Identify connections, similarities and differences between the visual arts and other disciplines.
7.02 Describe ways the art elements and design principles interrelate within all arts disciplines.	7.02 Describe ways the art elements and design principles interrelate within all arts disciplines.	7.02 Describe ways the art elements and design principles interrelate within all arts disciplines.	7.02 Describe ways the art elements and design principles interrelate within all arts disciplines.
7.03 Read about and discuss universal themes that exist within the arts disciplines.	7.03 Further explore universal themes that exist within the arts disciplines.	7.03 Utilize universal themes that exist within the arts disciplines.	7.03 Utilize and appraise universal themes that exist within the arts disciplines.
7.04 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.	7.04 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.	7.04 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.	7.04 Compare and synthesize characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
7.05 Discuss and explain how current technology impacts visual arts and other disciplines.	7.05 Develop the use of current technology and its impact on visual arts.	7.05 Continue to develop the use of current technology and its impact on visual arts and other disciplines.	7.05 Continue to develop the use of current technology and its impact on visual arts and other disciplines.

Visual Arts - All Other Electives

7.01 Identify connections, similarities and differences between the visual arts and other disciplines.

7.02 Describe ways the art elements and design principles interrelate within all arts disciplines.

7.03 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.

7.04 Recognize how current technology affects visual arts and other disciplines.

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Scope and Sequence: Visual Arts K-12

Goal 8: The learner will develop an awareness of art as an avocation and profession.

Kindergarten	1st Grade	2nd Grade
8.01 Develop a positive attitude about working with art materials and the art making process.	8.01 Recognize the difference between manmade objects and natural objects.	8.01 Begin to understand different ways people can make a living from creating works of art.
8.02 Understand that people of all ages can enjoy making art based on shared knowledge of self, family and friends.	8.02 Begin to understand that man made objects were all designed and made by someone.	8.02 Discuss the involvement in art of people of all ages to include visiting museums, making art, reading or writing about art and artists, buying art, and teaching and volunteering in the arts.
8.03 Begin to differentiate between man made objects and natural objects.	8.03 Begin to understand that some adults make art just for fun and others make art as a job.	

3rd Grade	4th Grade	5th Grade
8.01 Recognize that people can derive satisfaction from involvement with art.	8.01 Discuss how some ways of making art are different than in the past but some are the same.	8.01 Examine the choice of art as a profession.
8.02 Understand ways people can make a living from creating works of art.	8.02 Discuss how there are art related jobs today that did not exist in the past such as photographer, videographer and computer artist.	8.02 Recognize that art provides an opportunity for life long learning.
8.03 Understand that people can make a living in art related fields.		8.03 Begin to recognize that the creation of art requires creative and critical thinking skills that are used throughout life.

6th Grade	7th Grade	8th Grade
8.01 Develop and discuss an awareness of art as an avocation.	8.01 Identify and discuss visual arts as an avocation.	8.01 Assess the ways art enhances all aspects of life.
8.02 Develop and discuss an awareness of art as a profession.	8.02 Identify and discuss how broad visual arts is as a profession.	8.02 Assess the criteria to pursue visual arts as a profession.
	8.03 Research how art provides an opportunity of involvement, both vocationally and avocationally.	

Visual Arts I	Visual Arts II	Visual Arts III	Visual Arts IV
8.01 List and discuss art related avocations.	8.01 Develop an awareness of art as an avocation.	8.01 Develop an awareness of art as an avocation.	8.01 Develop an awareness of art as an avocation.

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8.02 List and discuss art professions.	8.02 Develop an awareness of art as a profession.	8.02 Develop an awareness of art as a profession.	8.02 Develop an awareness of art as a profession.
8.03 Articulate how art provides an opportunity for lifelong learning.	8.03 Discover that art provides an opportunity for lifelong learning.	8.03 Discover that art provides an opportunity for lifelong learning.	8.03 Discover that art provides an opportunity for lifelong learning.
	8.04 Investigate the necessary preparation to pursue various careers in visual arts.	8.04 Develop a plan for preparation for further study in visual arts beyond high school.	8.04 Refine their portfolio and its presentation for job interviews and college placement.

Visual Arts - All Other Electives

8.01 Develop an awareness of art as an avocation.

8.02 Develop an awareness of art as a profession.

8.03 Discover that art provides an opportunity for lifelong learning, both vocationally and avocationally.

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CONTACT INFORMATION:

The North Carolina Department of Public Instruction is located at 301 N Wilmington St, Raleigh, NC 27601-2825. This *Scope and Sequence* is a resource for arts educators. Teachers and other interested parties may access information related to dance, music, theatre arts, or visual arts education in our state on-line at: http://www.learnnc.org/dpi/instserv.nsf.

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